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ABSTRACT

This Education for Self Responsibility (ESR) curriculum guide is designed to help students learn to make intelligent decisions about health and well being, and to act responsibly when confronted with opportunities to try drugs. The program focuses on ways in which Grades 4-6 teachers can emphasize: personal development; interpersonal relations; development of healthy social attitudes; respect for self, others, and the law; medical hazards that exist in legal/illegal drug use; and recognition of pressure from peers, parents, and media. The guide is organized into six sections: (1) The Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

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Education for
Self-Responsibility II:
**PREVENTION
OF
DRUG USE**

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Grades 4-6



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Education for Self-Responsibility II: Prevention of Drug Use

Grades 4-6

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**Texas Education Agency
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Foreword

Drug use is one of the major problems facing the nation today. Virtually no aspect of American life has been spared the tragedy of drug use, and our educational system is no exception. Drug use has infiltrated our schools and threatens to thwart our efforts to help today's students become educated and responsible citizens of tomorrow.

The Texas Education Agency provides *Education for Self-Responsibility II: Prevention of Drug Use* in response to concerns voiced by educators, legislators, and interested and caring citizens. *ESR II* is part of an extensive effort to curb the problem of drug use among school-age youth. It is comprised of four volumes, which are designed for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12.

Development of *ESR II* began in 1987 when the Agency convened a committee of educators to determine specific needs, set a general philosophy, develop goals and objectives, and write sample teaching and learning strategies. The committee included health educators, classroom teachers in several subject areas and grade levels, curriculum experts, drug education coordinators and consultants, administrators, counselors, law enforcement professionals, representatives of special populations, and community spokespersons. The Agency contracted with Texas A&M University to complete development of a field test version of the four volumes and to publish and distribute them to school

districts. Drug Use Prevention Program staff members at the Agency solicited feedback from districts and schools that participated in the field test and then revised *ESR II*, taking into consideration teachers' comments and suggestions.

ESR II does not represent a one-time attempt to help districts cope with the increasing instances of drug use among students. On the contrary, tobacco, alcohol, and drug use prevention education is part of the Agency's ongoing comprehensive health program which emphasizes the physiological, mental, and psychological health and well-being of students. A good education helps students learn more than just reading, writing, and mathematics. Above all else, education teaches students how to be responsible. It teaches students how to be responsible citizens capable of discerning right from wrong. A good education develops students who understand that life itself creates responsibilities.

School administrators, teachers, and other staff members have a unique opportunity to help prevent tobacco, alcohol, and drug use among students. Education for self-responsibility must be more than a title of a publication or the theme of an education program. It must become the focus of our energies for the next several years.

Thomas E. Anderson, Jr.
Interim Commissioner
of Education

Texas Education Agency

This publication was developed by members of *ESR II* curriculum development teams at the Texas Education Agency and at Texas A&M University under the direction of Agency staff members in the Office of the Deputy Commissioner for Curriculum and Professional Development.

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The Comprehensive Drug Use Prevention Program

Drug use among students in Texas public schools is a pressing and immediate problem demanding an all-out response by teachers, administrators, parents, communities, and drug-free students. The four-volume curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use (ESR II)*, represents an important component in the effort to make schools drug free. Functioning as a curriculum guide and a health promotion tool, *ESR II* is the second guide the Texas Education Agency has issued on the topic of self-responsibility. *Education for Self-Responsibility I: Prevention of School-Age Pregnancy* was distributed in 1988. The Agency developed both documents in response to the State Board of Education's plan for action to reduce the number of students who drop out of school before graduation.

EDUCATION FOR SELF-RESPONSIBILITY

As a curriculum guide, *ESR II* offers suggestions to teachers of all grade levels and most subjects—suggestions ranging from specific classroom activities to ideas for involving parents in the drug use prevention effort. It includes handouts, worksheets, and overhead transparency masters to equip teachers with ready-to-use material for class activities. As a health promotion tool, *ESR II* insists that students be given consistent, firm no-use messages in all areas of their education. *ESR II* emphasizes the opportunities available to teachers of all levels and most subjects to responsibly teach drug use prevention and indicates ways in which educators may inadvertently condone drug use. *ESR II* urges administrators to recognize that students (drug-free and otherwise) are positively affected by consistent no-use messages and negatively affected by mixed messages.

ESR II is not a panacea for our state's drug problems. It is only one important weapon in the arsenal needed to combat drug use in the schools. To be most effective, curricula to prevent drug use must be accompanied by a strong commitment on the part of administrators, teachers, and other school personnel to have a totally drug-free school. Clear communication concerning drug-related policies and drug-related instructional activities must exist among school personnel, parents, and the community at large. Posters, displays, and brochures advertising the school's commitment to become and to remain drug free must be used to keep the program highly visible to students and community members alike. Additionally, a comprehensive drug use prevention effort must include assistance programs for students at risk for alcohol and drug use, as well as those with drug use problems.

At one time, the term *drug* referred to any substance that when taken into the body caused a change in physiological or psychological activity. The term *drug* included medicine (both prescriptions and over-the-counter), legal substances such as caffeine and sugar, and illegal substances such as marijuana, cocaine, and heroin. But in the past decade problems

The Term Drug

caused by use of illegal substances have become so paramount in the United States that the term *drug* is now primarily used to refer to dangerous and illegal substances. In the *ESR II* curriculum guide, the term *drug* means a substance that is illegal and harmful, including alcohol and tobacco which are legal for adults but not for children. In the guide, every effort has been made to deal with medicines, prescriptives, and over-the-counter medications as such and not to refer to them as drugs. In some cases, however, medicines are sold on the street for purposes other than those intended by the manufacturer. In such cases, medicines themselves become dangerous drugs. The reason for defining the term *drug* so narrowly is for clarity and consistency in communication. The goal of *ESR II* is not to prevent school children from taking appropriately prescribed medicine. The goal is rather to help prevent the use of illegal and harmful substances, including tobacco and alcohol.

Characteristics of Schools with Assertive Drug-Free Efforts

Schools that have developed effective drug use prevention programs share certain characteristics. For example, schools with assertive drug-free efforts:

- have clear policies stating that they will not tolerate the use of tobacco, alcohol, and other drugs by students. These schools have written policies that enforce the laws of community and state; all school employees are expected to promote enforcement of the laws. Written understandings exist between school officials and law enforcement agencies regarding policies and procedures for intervention on school grounds and for general cooperation and communication.
- have strong administrative leadership and support. Effective leadership begins with commitment to a comprehensive alcohol and drug use prevention program and includes implementing policies, directing short- and long-range planning, and providing resources. It is important that clear lines of responsibility and accountability be established.

develop and enforce standards for all school personnel concerning their professional conduct and their roles in implementing prevention education. These schools recognize that the drug-free effort is not limited to students but pertains to faculty, staff, and administrators as well.

- select and implement age-appropriate, developmentally based drug use prevention curricula in all grades, conduct training for teachers and other staff, and periodically evaluate the effectiveness of materials and instruction.
- incorporate parent education into the curricula and involve parents in alcohol and other drug use prevention education. These schools involve

the entire community in the effort through local Drug-Free Schools Advisory Councils and through coordination with other agencies and organizations.

- counsel students that drug use is illegal and harmful. These schools provide school- and community-based intervention and referral services to counsel and treat students with drug-related problems, offer special education arrangements where appropriate, and provide support services for students recovering from drug-related problems.
- incorporate the no-use message into all school-based and school-sponsored activities and events and encourage this practice in community activities as well. These schools ban the use of all drugs, including tobacco, at school and extracurricular activities such as sporting events and UIL competitions. The no-use policies pertain to all students, staff, and parents.
- involve the community in the schools' alcohol and drug use prevention programs. Consultation with parents and the community at large can build support for policies. Individuals and businesses in the community can provide material resources and sponsorship of drug-free activities. The schools should make every attempt to ensure that the community understands the components and the standards of an effective prevention program.
- evaluate prevention programs on a regular basis to ensure that the programs are meeting the needs of students, parents, and the community. Evaluation results can be used to improve the programs.

According to the U.S. Department of Education, "A strong school policy against substance abuse—clearly articulated, consistently enforced, and broadly communicated—is the foundation upon which any program should be built." The following guidelines for school alcohol and drug abuse policies are presented in *Drug Prevention Curricula: A Guide to Selection and Implementation*. (See Teacher Resources, page 305, for publication information.)

At the heart of a good policy is a strong and serious statement spelling out the school's opposition to drug use and consequences that will result from drug use. A school's policy statement should contain at least the following elements:

- a clear definition, based on state law, of what types of drugs and drug use are covered by the policy (making clear, for example, that prescribed medication is not covered but that alcohol is)

THE NO-USE POLICY

-
- a clear statement that the defined drugs and drug use are prohibited on school grounds, at school-sponsored functions, and at any function at which students are representing the school
 - a description of the consequences to be expected upon violating the policy
 - an explanation of the process by which students and school personnel can be referred for treatment, including a guarantee that self-referral will be treated in confidence and will not result in punishment

It is essential that such policies are clearly communicated to all students, parents, and staff. Once adopted, policies must be enforced uniformly. The same rules must apply to all: the captain of the football team, the honors scholar, the marginal student, the child from a disadvantaged background. The standards of conduct outlined by the policies should apply to school personnel as well as to students. Policies do not have to be punitive in nature but may be extended to provide assistance for students and employees who need help with drug-related problems.

PARENT INVOLVEMENT

Parents are a child's first and most important teachers. Considering the sensitivity and seriousness of drug prevention education, schools should seek parental participation in the educational process. Some activities in the *ESR II* curriculum guide contain material appropriate for parent education. Such activities may be incorporated into parent meetings or disseminated in the form of take-home materials.

In addition to academic work, schools should provide channels through which parents can influence policymaking and curriculum selection. Some schools accomplish this through parent/teacher organizations and other parent/community organizations such as Drug-Free Schools and Communities Advisory Councils. See *What Works: Schools Without Drugs*, a publication of the U.S. Department of Education, for recommendations. (See Teacher Resources, page 305, for publication information.)

Involving today's parents in prevention education may take considerable effort and imagination. In many families, both parents work; many other families are headed by single parents. Traditional after-school hours for parent/teacher conferences and training sessions may not be realistic. Nevertheless, schedules can be worked out if schools, parents, and employers cooperate. Representatives of schools that bus students can hold meetings in the students' neighborhoods and can speak the parents' primary language.

Students need to be reminded constantly of the dangers of drug use. Such reminders need not be parental or authoritarian, but they must be logical, consistent, and respectful. Posters, campaign buttons, projects, and lessons in all curricular areas serve to provide such reminders. Every aspect of the school environment, from drug use policies to classroom activities to social activities to what hangs on the walls, must consistently convey a no-use message. Many schools extend the no-use message to dress codes by not allowing students to wear clothing that advertises or promotes tobacco, alcohol, or other drugs.

In the community as well as in the school, visual reminders help to reinforce the message that drug use is harmful. Messages on grocery bags, billboards, book covers, and other items serve as daily reminders as do the visual and auditory antidrug announcements provided by the media.

When communicating about alcohol and other drugs, it is crucial for the terminology of professionals in the field to be both clear and consistent. The following list of terms was developed* to assist communicators of verbal and written information and program planners who are responsible for evaluating materials.

PROGRAM VISIBILITY

TERMINOLOGY

Do Not Use	Use
Drunk Driving	Alcohol-Impaired driving (because a person does not have to be drunk to be impaired)
Liquid (to mean any alcoholic beverage)	Beer, wine, and/or distilled spirits
Substance use	Alcohol and other drug use
Abuse when the sentence refers to youth, teen, or children (anyone under 21)	Use (The aim is to prevent use—not abuse—of alcohol and other drugs.)
Hard or soft drugs	Drugs—since all illicit drugs are harmful
Recreational use of drugs	Use—since no drug use is recreational
Responsible use	Use—since there is risk associated with all use
Accidents when referring to alcohol/drug use and traffic crashes	Crashes
Drug abuse prevention or alcohol abuse prevention	Except when referring to adults, use the phrase "to prevent alcohol and other drug problems."
Mood-altering drugs	Mind-altering drugs
Workaholic	The term trivializes the alcohol dependence problem.

* By the Division of Communication Programs; Office for Substance Abuse Prevention; Alcohol, Drug Abuse, and Mental Health Administration; Washington, D.C. For further information, call (301) 443-0373.

Implementing the *ESR II* Curriculum Guide

The curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use*, was developed with extensive input by Texas teachers sensitive to the educational environment of the state's public schools. *ESR II* is intentionally a guide, not a detailed, comprehensive course of study. It aims to make drug use prevention a part of the overall school curriculum by applying principles of curriculum infusion. This drug use prevention is taught across the curriculum and throughout the school year instead of as a concentrated effort of teachers and students for a brief period of time.

Published in four volumes for designated grades, the guide provides sample lessons in various subject areas through the use of essential elements of instruction selected from Title 19, Chapter 75, Texas Administrative Code (State Board of Education rules for curriculum). The sample lessons are limited in number as they are examples of ways teachers may expand subject area lessons to include drug education and to create additional lessons. Teachers may use the objectives provided in this guide and may select numerous other appropriate essential elements to use in drug use prevention education. Instruction should be directed by the identified needs of students within the classroom and the school; therefore, the curriculum guide allows for flexibility.

ESR II is designed to be implemented primarily by the regular school instructional staff through infusion into the school's planned program of study. Outside specialists are suggested only as support for the teacher, not as replacements for the teacher. However, the term *teacher* may apply to any member of the school staff who is charged with the responsibility for the delivery of instruction, whether that staff member is the nurse, librarian, coach, counselor, or another individual.

The primary goal of *ESR II* is the prevention of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: Understanding the Consequences, Learning the Facts, and Taking Action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described in the curriculum guide are designed to help the students of Texas to achieve these objectives and thereby empower them to choose not to use drugs. *ESR II* seeks to make all drug use socially unacceptable in the same way that tobacco has begun to be viewed negatively in the past few years.

A secondary goal of *ESR II* is to increase teacher awareness of the problems related to drug use in Texas, thereby creating impetus for taking action to combat these problems. Educators from across the state

***ESR II*: GOALS AND OBJECTIVES**

formulated the *ESR II* objectives on pages 9-11. The objectives help establish consistency and give direction to drug use prevention programs in Texas schools. Each objective includes a number of questions that students are to consider and a list of behavioral objectives that will lead them to achieve the major objective.

UNDERSTANDING THE CONSEQUENCES

A. What happens to students who use drugs?

1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.
3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.
5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.
6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, the ability to save money, and spending habits.
7. Consider the legal consequences of tobacco, alcohol, and other drug use.

B. What happens to the family if a family member uses drugs?

1. Observe how emotional stress leads to physical problems.
2. Describe the physical and emotional consequences of having a chemically dependent family member.
3. Assess the importance of emotional stability, self-esteem, motivation, and coping abilities when dealing with a family member who is chemically dependent.
4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside a family.
5. Consider how tobacco, alcohol, and other drug use affects the judgment, work, and academic performance of family members.
6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.
7. Recognize that a minor's parent or guardian is responsible for his or her legal problems.

C. What happens to the friends of someone who uses drugs?

1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.
2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.
3. Consider how the financial and legal problems of someone who uses tobacco, alcohol, or other drugs affect his or her friends.
4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

D. What happens to the community as a result of drug use?

1. Evaluate the relationship between tobacco, alcohol, and other drug use and the need for treatment facilities.
2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.
3. Describe public health problems related to tobacco, alcohol, and other drug use.
4. Describe how drug use contributes to the spread of communicable diseases.

ESR II Objective II:

LEARNING THE FACTS

A. What is a drug?

1. Name and categorize various types of drugs, medicines, and abused substances.
2. Recognize primary effects of tobacco, alcohol, and other drugs.
3. Recognize side effects of tobacco, alcohol, and other drugs.
4. Explain the hazards of multiple drug use.

B. What do students need to know about drugs?

1. Describe the therapeutic use of medicine.
2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.
3. Identify the significance of peer pressure and/or role modeling and imitation.
4. Recognize the risks of curiosity and experimentation.
5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.
6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.
7. Define addictive behavior and discuss its effect on the family.
8. Describe the relationship between addiction and genetic predisposition.
9. Define and characterize the symptoms of codependence.
10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.
11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and artistic creativity.

C. What are the laws pertaining to drugs?

1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.
2. Define legal and illegal drugs.

D. Where does a student go for help with drug-related problems?

1. Identify community and national hot lines.
2. Identify people to talk to.
3. Identify sources of professional help.
4. Identify community programs and resources.

ESR II Objective III:
TAKING ACTION

A. How can one know oneself?

1. Describe personal strengths and weaknesses.
2. Realize personal uniqueness.
3. Identify personal beliefs, values, and feelings.
4. Identify people, places, and events that influence personal lifestyle.
5. Recognize abilities and document achievements.
6. Recognize that parents are primary role models for self-esteem, health, and behavior.

B. How can students relate to others?

1. Communicate thoughts, feelings, and opinions appropriately.
2. Demonstrate assertiveness and refusal skills.
3. Distinguish what individuals can control and what they cannot control.
4. Identify and evaluate ways to cope with family conflict.
5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
6. Explain the importance of rules and laws.
7. Recognize the importance of participating in family activities.

C. How can students learn to cope?

1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
2. Demonstrate skills for coping with change, success, and failure.
3. Develop personal abilities and interests.

D. How can a student achieve self-responsibility?

1. Identify, develop, and practice effective decision-making skills.
2. Describe the importance of setting realistic personal goals.
3. Relate the importance of friends and role models.
4. Formulate effective strategies for helping others who experience problems.
5. Define self-responsibility.
6. Practice effective listening, reading, and writing skills.
7. Develop effective work/study skills.
8. Practice activities and behaviors that develop self-esteem.

E. What are the best alternatives to drug use?

1. List healthy alternatives to tobacco, alcohol, and other drug use.
2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

PLANNING A PROGRAM

Policy and planning are the foundations of a successful drug use prevention program. If the program is to be effective, it must be planned as thoroughly as any academic program, with serious consideration given to training, curriculum, and coordination. A comprehensive plan addresses all of these components in addition to activities, timelines, responsibilities, and resources.

District-Level Planning

Planning for drug use prevention education must occur on several levels—district, campus, departmental/grade, and the individual teacher's level. At each level, the components outlined below for district-level planning are repeated.

- philosophy

Policymakers, school personnel, and advisors at the district level fashion a position statement that becomes the foundation of the program. To state a philosophy, the team must think through their beliefs about the school's role in drug use prevention. An assessment of the current extent of drug use among students and the possible impact on education is helpful.

- purpose

The team decides why the district needs a program. Reasons may include such benefits as helping to nurture physically and mentally healthy youth, assisting young people in becoming productive citizens, improving the school climate in areas such as discipline and cooperation, maximizing learning, and reducing the drop-out rate.

- global or long-range goals

Formulating several goals helps focus the program. Long-range goals may include reducing the number of students who use alcohol and other drugs or providing students the information, life skills training, and support they need to lead drug-free lives.

- policies

Begin by looking at the policies already in place that are related to drug use prevention such as drop-out prevention policies and discipline management policies. The team may recommend that policies be expanded to promote a comprehensive drug use prevention effort through education and intervention. Disciplinary policies may be expanded to include assistance to troubled students rather than limited to punitive measures.

-
- a cycle of assessment, specific planning, implementation, and evaluation

This cycle is a continuing process involving the following steps:

- assessment

Review the current state of affairs. Student, parent, and community surveys may help determine the extent of the problem and perceptions regarding the school's role. Learn what resources are available in terms of personnel, funds, materials, and community services. Analyze the current program: what is being done presently and by whom, who has been trained, what materials are being used.

- planning

Set measurable goals and objectives for achieving the goals. For each objective, determine appropriate strategies and activities. Designate persons responsible for implementation, set timelines, identify resources, and decide on evaluation procedures. Areas in which goal setting may be appropriate include the following: instruction, training/staff development, student services and support, drug-free youth activities, parental and community involvement, evaluation.

- implementation

Carry out the plans, adjusting according to evaluation data, which may be both objective and subjective.

- evaluation

In process evaluation, look at whether the objectives were carried out according to plan. In outcome evaluation, look at the long-term effectiveness of the program. Evaluation is part of the continuing process of improving the program.

The campus level reflects the district's philosophy, purpose, long-range goals, and policies. Teachers on an individual campus also engage in a cycle of assessment, specific planning, implementation, and evaluation appropriate to the needs and capabilities of students at that particular campus.

Campus-Level Planning

Most of the interaction among teachers may occur at the departmental or grade level. At this level, an instructional leader coordinates the efforts of the individual teacher and monitors the sequence of instruction. At this level, teachers share ideas and make decisions about the most effective

ways to accomplish their goals. It is important that individual teachers not be isolated—that they share successes, problems, ideas, and needs and that they give feedback to one another. If an effective model for this interaction already is in place, the same model can be applied to drug use prevention education.

Individual Teacher's Planning

At the next level, the individual teacher determines where the classroom lesson fits into the other levels of planning—district, campus, departmental/grade—and develops lesson plans for a specific group of students. These lesson plans are based on the needs and characteristics of that particular student population.

ESR II is divided into four volumes that are designated for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12. Each volume stands alone for distribution to appropriate school personnel. Each contains sample age-appropriate lessons along with an introductory section and lists of resources to assist the administrators and teachers of drug use prevention education. To accommodate the various designs of Texas school systems, the sixth- and ninth-grade segments of *ESR II* are reproduced in two volumes.

ORGANIZATION OF *ESR II*

Each of the four grade-level volumes of the *ESR II* curriculum guide is divided into three sections: (1) introductory materials, (2) sample lessons, (3) resources. The introductory material provides an orientation to the drug-free school effort along with a brief presentation of what can be done at the local level to support this effort. The sample lessons are arranged in order of grade, and the suggested subject areas are identified in the upper right-hand corner of each page by an icon. The lessons are designed to be flexible, independent activities. Many of them can be reproduced as handouts, worksheets, and overhead transparencies.

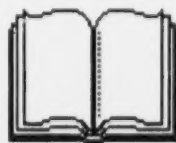
Icons for the subject areas of *ESR II* sample lessons are as follows:



Fine Arts



Health



Language Arts



Mathematics



Science

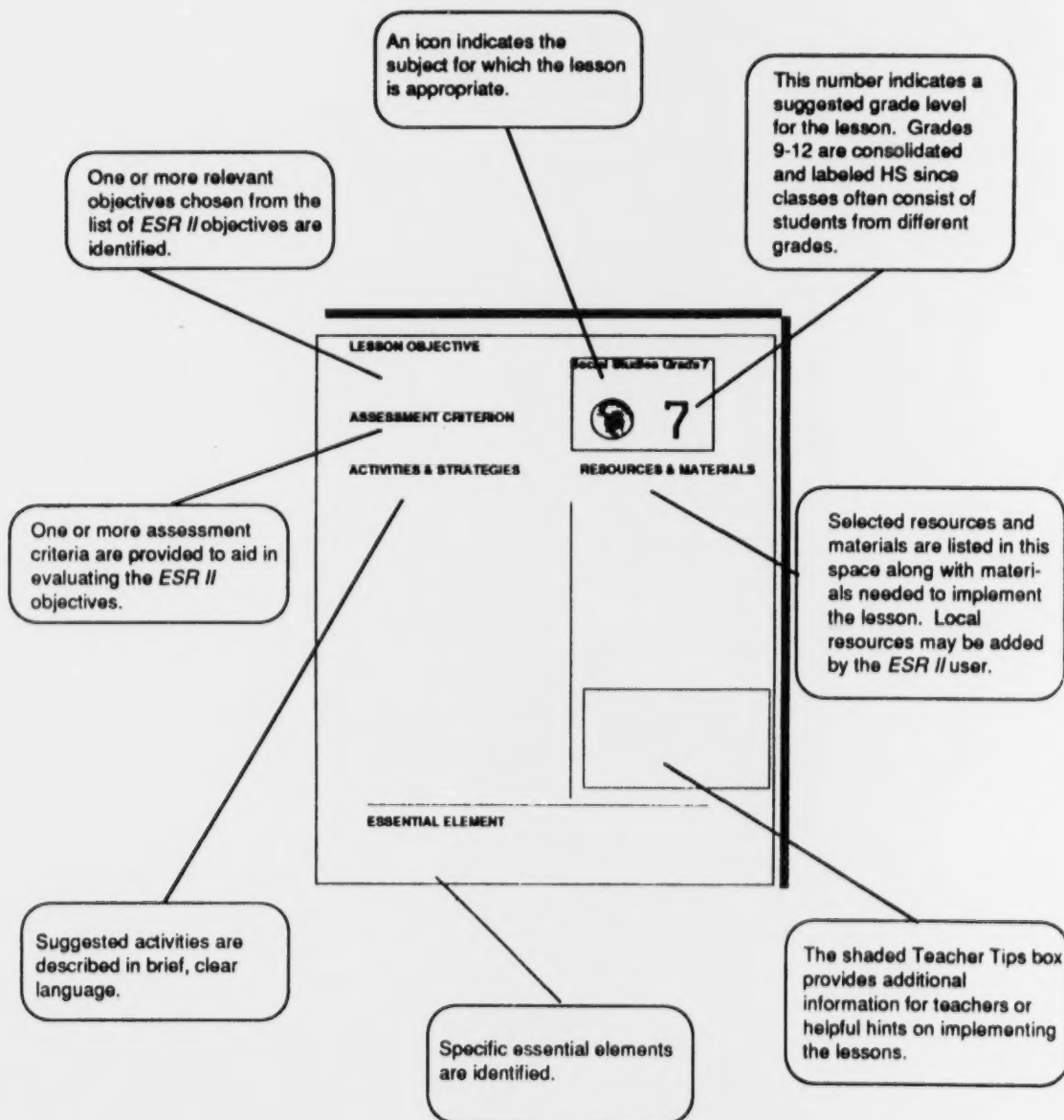


Social Studies



Vocational Education

Using the *ESR II* Sample Lessons



Appendices at the end of each volume of the curriculum guide include:

- a list of teacher resources (books, government documents, pamphlets, periodicals, and audiovisuals)
- an annotated bibliography of drug education-related publications
- a drug chart
- a glossary of drug-related terms
- a brief statement on Texas laws related to tobacco, alcohol, and other drug use by minors
- a listing of agencies and organizations that provide drug use prevention education materials
- a listing of instructional strategies and products

Resources

The scope and sequence chart on pages 19-21 allows the user to see at a glance the overall objectives and goals of the curriculum, prekindergarten-Grade 12. On this chart, dots indicate grade levels where objectives are used in Grades 4-6. Objectives without dots are introduced at higher grade levels.

Scope and Sequence

ESR II is purposefully designed as a drug use prevention curriculum guide that will be helpful to teachers who have many demands on their time. The guide includes sample lessons with suggested activities that are cross-referenced with the required essential elements found in Title 19, Chapter 75 of the Texas Administrative Code.

ESR II Scope and Sequence

I. Major Objective: Understanding the Consequences

Goal: Awareness of the impact of drug use on the individual, family members, friends, and community.

	4	5	6
A. Impact on the individual			
1. physiological and psychological effects of tobacco, alcohol, and other drugs (TAOD)	•	•	•
2. effects on self-esteem			•
3. effects on interpersonal communication and relationships	•	•	•
4. effects on academic and work performance	•		•
5. effects on personal judgment and decision making		•	•
6. financial consequences of TAOD use		•	•
7. legal consequences of TAOD use	•		
B. Impact of drug use on the family in the following areas:			
1. emotional stress			•
2. physical and emotional consequences	•	•	
3. relationships	•	•	•
4. chemically dependent family member	•	•	
5. academic and work performance of family members			
6. financial status		•	•
7. legal responsibility for minors			
C. Impact of drug use on friends			
1. potential risks of choosing friends who use drugs	•	•	•
2. effects of drug use on interpersonal relationships	•	•	
3. effects of drug-related financial/legal problems on one's friends		•	•
4. ways to encourage friends not to use tobacco, alcohol, and other drugs	•	•	•
D. Impact of drug use on the community			
1. need for treatment facilities			•
2. effects of drug use on crime and the economy		•	•
3. drug-related public health problems			
4. spread of communicable diseases			•

II. Major Objective: Learning the Facts

Goal: Understanding the medical and legal hazards of legal/illegal drug use.

	4	5	6
A. Description of a drug			
1. types of drugs, medicines, and abused substances	•	•	•
2. primary effects of tobacco, alcohol, and other drugs	•	•	•
3. side effects of tobacco, alcohol, and other drugs	•	•	
4. hazards of multiple drug use			
B. What students need to know about drugs			
1. therapeutic use of medicine			•
2. media presentation of tobacco, alcohol, and other drug use	•	•	•
3. significance of peer pressure/imitation	•	•	•
4. risks of experimentation		•	
5. effects of misinformation		•	•
6. ways drug use affects behavior and self-concept	•		
7. addictive behavior and its effect on the family			
8. relationship between addiction and genetic predisposition			
9. symptoms of codependence			
10. effects of emotional dissatisfaction on drug use			•
11. effects of drug use on athletic ability and artistic creativity			•
C. Laws pertaining to drugs			
1. school laws and policies pertaining to drug use	•		•
2. definition of legal and illegal drugs	•		•
D. Sources of help for students with drug-related problems			
1. community and national hot lines			•
2. individuals	•	•	•
3. professional help			•
4. community resources	•	•	•

III. Major Objective: Taking Action

Goal: Development of communication and coping skills that expand knowledge of oneself and of alternatives to drug use.

	4	5	6
A. Knowing oneself			
1. personal strengths and weaknesses	•	•	•
2. personal uniqueness	•	•	•
3. personal beliefs, values, and feelings	•	•	•
4. influences on personal lifestyle	•	•	•
5. abilities and achievements	•	•	
6. parents: primary role models for self-esteem, health, and behavior	•		
B. Relating to others			
1. communication of thoughts, feelings, and opinions	•	•	•
2. assertiveness and refusal skills	•	•	•
3. what one can/cannot control	•		
4. ways to cope with family conflict		•	
5. ways to cope with peer pressure		•	•
6. importance of rules and laws	•	•	•
7. participation in family activities	•	•	
C. Learning to cope			
1. relationship between stress and drug use	•	•	•
2. skills for coping with change, success, and failure	•	•	•
3. personal abilities and interests	•	•	•
D. Achieving self-responsibility			
1. effective decision-making skills	•	•	•
2. realistic personal goals		•	•
3. importance of friends and role models	•	•	•
4. strategies for helping others		•	•
5. definition of self-responsibility	•		
6. development of effective communication skills	•	•	•
7. development of effective work/study habits			
8. behaviors and activities that promote self-esteem		•	•
E. Alternatives to drug use			
1. healthy alternatives	•	•	•
2. participation in drug-free alternatives		•	•

TRAINING

An important aspect of any curriculum implementation effort is training those who will be involved in the effort. In the case of tobacco, alcohol, and other drug use prevention, such training is essential and should be provided for:

- school board members
- administrators (including athletic directors)
- teachers and coaches
- counselors, librarians, and nurses
- cafeteria workers, bus drivers, custodians, and other support staff who have direct contact with students

Training for school personnel should address the following:

- the extent of tobacco, alcohol, and other drug use among students
- harmful effects of drug use, including effects on school performance
- the school district's policy regarding drug use
- the school's role in prevention, intervention, and support
- an overview of the district's drug use prevention program including the education component
- chemical dependency as an illness
- special needs and problems of the student who has a chemically dependent family member
- how to recognize symptoms of drug-related problems
- the district's plan for helping troubled students, and how to refer students for help
- the importance of community support and involvement

Individuals charged with the responsibility for instruction in drug use prevention should receive additional training in the following areas:

- major drugs; their effects on the body; effects on the physical, social, and psychological development of young people; and addictive properties
- factors that make persons high risk for drug use
- history of drug use prevention efforts in Texas schools, contrasting past methods with current approaches
- drug use prevention education as part of comprehensive health education
- explanation of the interdisciplinary approach, stressing the need for coordination
- ideas on how to use the team approach to teach the curriculum
- philosophical framework of *ESR II* (no-use stance as opposed to responsible use)
- organization of the curriculum guide, including the purpose of combining information, skills, and support
- specific instructions on how teachers can use the curriculum guide, including illustrations of techniques such as role playing and methods of teaching decision-making skills

-
- skills in lesson closure to reinforce the message that illicit drug use is wrong and harmful
 - descriptions of a variety of evaluation techniques appropriate for gauging the effectiveness of instruction

Over the years, the experience of drug use prevention specialists and research studies have identified some activities and actions that should be avoided when conducting drug use prevention education. These red flags include:

RED FLAGS

Trivializing drug use prevention.

Drug use prevention must be treated as a valued course of study, not as supplemental subject matter. *ESR II* activities should be integrated into regular lesson plans and included as a part of graded activities.

Using guest speakers who are recovering addicts.

Students should be exposed to successful adults who have not used drugs. Speeches by former addicts and pushers may make a strong antidrug impression on adults, but students often receive totally opposite messages. For example, students may be impressed with the idea that a person can use drugs and still be perceived as a successful, even famous, adult. Recovering users may be invited to assist with the drug prevention effort by working with students who themselves are recovering users. Healthy role models should be involved in the program at every opportunity.

Engaging in teacher self-disclosure.

Personal revelation by teachers or students should not be encouraged as a means of stimulating classroom discussion. Honest dialogue is an important aspect of prevention education, and students should be encouraged to strengthen their thinking skills by considering real-life dilemmas they will face. Asking for personal revelations by students and teachers puts many students in situations for which they are not prepared.

Grouping students according to drug use behavior.

When conducting group activities, randomly select members for each group. Research indicates that students who associate with drug users tend to use drugs. Therefore, allowing students to choose their own groups may inadvertently promote drug use.

Teaching how to use drugs under the guise of informing about drugs.

Discussions of how drugs make people feel may stimulate curiosity and encourage experimentation. Likewise, demonstrating drug paraphernalia serves no prevention purpose.

Sensationalizing the drug epidemic.

Consider your students' ability to handle the information you are presenting. While scare tactics may generate attention, such tactics are not a useful prevention strategy. Young people usually do not internalize sensational messages.

RECOMMENDATIONS FOR USING *ESR II*

When planning the implementation of *ESR II* at the individual teacher's level, the first step is to familiarize yourself with the philosophy pertaining to drug use prevention in the curriculum guide and in district- and campus-level plans.

The recommended procedure for using *ESR II* is as follows:

- Read through the introductory section to gain a broad understanding of Texas' overall effort to address the problem of drug use by students.
- Scan the sample lessons and resources to get an idea of what is included.
- Identify any personal weaknesses in preparation for teaching prevention of drug use and initiate plans to strengthen skills and knowledge in those areas.
- Develop a plan of implementation. In doing so, consult with teachers of all grade levels. Build grade-level files. Such plans will contribute to the continuity of the experiences students have from grade to grade.
- Plan your lessons. Based on the characteristics of your class, the materials available to you, and your personal judgment, select the lessons and activities you will teach.
- Understand that lessons may have one or more activities. Activities take varying amounts of time. All activities on a sample lesson page do not need to be completed in one lesson period.
- Arrange for any additional materials needed to conduct the lessons.
- Teach prevention of drug use as an integral part of your regular class.
- Involve the school librarian in screening and selecting materials.

USING OTHER CURRICULAR MATERIALS

ESR II is not meant to replace but rather to enhance your present drug education efforts. You should ensure, however, that all curricular efforts convey the same message—that drug use is illegal and harmful and must be avoided. Consider the following criteria when planning a drug prevention education program and choosing additional curricular materials:

- Do the materials clearly supplement the existing curriculum? Any new curriculum materials should integrate easily into the overall academic effort of the school, rather than be add-on activities that use precious academic time.
- Do the materials begin with early childhood and carry through to high school? Drug use prevention must begin early and be continued through

all age levels. Programs that target only one period in a student's life run the obvious risk of missing productive windows of teaching opportunity that occur throughout a student's career.

- Do the materials have a resounding no-use message? A consistent problem of many well-intentioned drug use prevention programs is a subtle message that "responsible use" is a commendable result. It is essential that the only message conveyed by the schools is a no-use message. A curriculum should consistently and clearly emphasize that drug use is illegal and harmful and that the absolute goal of the program is "no use."
- Do the materials fit into the comprehensive health program? Health education and health promotion at the school involve more than health instruction. They involve health services for students as well as the overall healthiness of the school environment.
- Are the materials culturally sensitive? Public schools serve students from diverse cultures. Materials used must take into account the variety of student backgrounds and traditions present in the classroom. (See pages 36-37.)
- Are the materials founded on solid research? Only materials and activities that have been developed with a full understanding of current research related to drug use prevention should be considered.
- Are the materials current, state-of-the-art material? Careful attention must be given to purging classroom resources and library materials of out-of-date information relating to drugs and drug use.

Principles of good evaluation are applicable to drug use prevention education just as they are to any academic area. The personnel involved in drug use prevention education must remember that the purpose of all evaluation efforts is to help a program succeed. Evaluation demonstrates success or the need for future revision or expansion of prevention efforts. In essence, the process of evaluation involves asking critical questions about student behavior, about the *ESR II* curriculum, and about the overall drug use prevention effort of the school. Once the questions have been identified, evaluation involves gathering data to address each question. The final step involves changing the program based on the information gathered. The term *evaluation* implies that an informed decision about programming can be made.

EVALUATION

Evaluating Student Drug Use

To assess the scope of the drug use problem at their schools, teachers, administrators, and parents should determine the answers to the following questions:

Can students:

- describe the consequences of drug use?
- relate the facts about tobacco, alcohol, and other drugs?
- recognize what happens physically, psychologically, and socially to individuals who use drugs?
- explain that tobacco, alcohol, and other drug use is illegal and harmful?
- identify the effects of peer influence?

Are students:

- taking action to resist the use of these substances?
- developing healthy attitudes?
- resolving to stay drug free?

If students have already become involved with these substances, are they seeking help and turning away from them?

Do students:

- demonstrate positive self-esteem?
- engage in self-responsible behavior?
- have networks of nonusing friends?
- demonstrate negative attitudes toward peer drug use?
- demonstrate negative attitudes toward use of tobacco, alcohol, and other drugs?
- abstain from using tobacco, alcohol, and other drugs?

Evaluating *ESR II*

To know the answers to these and other questions, schools must gather data through pretests. Change in student behavior and attitudes can be measured through posttests. Data can also be collected through regular class evaluation.

Evaluation of *ESR II* is critical. Fundamental questions are as follows:

- Is there an overall plan and coordinated effort for instruction in drug use prevention? Is *ESR II* being implemented as proposed?
- Are teachers:
 - using the lessons provided?
 - integrating the lessons into their subject matter as designed?
 - creating their own drug use prevention lessons?
 - knowledgeable enough to implement the lessons as designed?
- Is adequate and practical staff training being conducted?

- Do training sessions:
 - reach the entire staff?
 - present adequate information and skills to enhance a teacher's ability to implement the *ESR* lessons? Is the information adequate and are the instructors qualified?
 - anticipate problems that might arise in actual classroom use?

The U.S. Department of Education's Regional Centers for Drug-Free Schools and Communities recommend the indicators listed below for evaluating the impact of schoolwide prevention programs.

Evaluating the Comprehensive Drug Use Prevention Effort

To what extent does the student body participate in alternative activities to tobacco, alcohol, and other drug use such as:

- prevention and intervention programs?
- peer leadership programs?
- volunteerism?
- drug-free activities, events, and parties (e.g., Project Graduation)?
- teen clubs?
- peer assistance?

To what extent does the student body exhibit positive changes in education/schooling behaviors such as:

- academic achievement?
- high school graduation rates?
- participation in sports and extracurricular activities at school?
- school attendance?
- willingness to serve as peer tutors?

What changes can be documented in youth-related statistics such as:

- admissions for detoxification?
- alcohol/drug referrals?
- alcohol/drug-related hospital admissions?
- arrests?
- deaths among children and youth?
- DUI/DWI?
- liquor law violations?
- suicides and attempted suicides?
- traffic fatalities?
- use of tobacco, alcohol, and other drugs?

What changes can be documented in school-related statistics such as:

- alcohol/drug related disciplinary referrals?
- dropouts?
- expulsions?
- suspensions?
- tardiness?
- truancy/school absenteeism?
- vandalism?

These evaluation indicators are for the school as a whole. Each component of the drug use prevention program should be evaluated separately. No one component, including the curriculum, can be held solely accountable for the success or failure of a schoolwide drug use prevention effort.

When a school initiates an aggressive drug use prevention program, some changes such as an increase in referrals and admissions may be perceived as negative. Such changes, however, may indicate the program's success. Statistical data must be interpreted carefully in program evaluation.

Modifying *ESR II* for Special Populations

Drug use is a social problem crossing all lines of race, socioeconomic status, sex, education levels, learning levels, academic abilities, and maturation levels. All students who are capable of learning and understanding must be taught the facts and skills necessary to avoid the use of tobacco, alcohol, and other drugs. Teachers should teach and students should master these concepts and related objectives in the same way that they teach and master other more conventional concepts and objectives.

Special populations include students with handicaps, students who are having academic difficulty, students who are bilingual, students who possess limited English proficiency, students from migrant families, and students who are gifted and talented. What these students have in common, despite their differences, is a need for alternative approaches to instruction in the classroom. For one reason or another, regular classroom teaching strategies are generally inadequate for them.

A major goal of any education program is to provide all students with opportunities to advance to the full extent of their abilities. The state-mandated curriculum now ensures a well-balanced single curriculum of instruction for all students regardless of special need or condition. Instruction for students with special needs includes the same essential elements as instruction given to general education students.

Special program personnel and regular instructional personnel are jointly responsible for the cooperative delivery of effective instruction. In school district programs for students identified as having special needs, these educators modify the method of instruction, pacing, and materials as necessary to provide these students the opportunity of learning the essential elements.

Handicapped students may be at greater risk of pressure to use drugs than other students since they may be vulnerable to exploitation, may have low self-esteem, or may feel a strong need for acceptance. Since special education students do not always understand the risks posed by peer pressure, high-risk environments, and exploitation by pushers, educators must provide careful instruction in sound prevention methods.

Handicapped students may be able to fulfill the same curriculum requirements as their nonhandicapped peers. However, they may require modified content, testing methods, instructional methods, materials, pacing, and other attention regarding tobacco, alcohol, and other drug prevention education.

Teaching drug use prevention to mainstreamed special education students can be particularly challenging. These students may have significant gaps in drug prevention knowledge if they have not had classes such as health, physical education, and science in which essential elements of

SPECIAL EDUCATION

an integrated prevention curriculum are taught. Class schedules of special education students should be monitored to assure that these students are receiving adequate prevention education. This issue should also be addressed in each student's Individual Education Plan (IEP).

Educators should be sensitive to the needs of handicapped students who rely on medicines and life support mechanisms. These students must not be made to feel that something is wrong with them because of their dependence on the medications or machines. Likewise, they must not be led to feel that their condition may be a product of, or affected by, their parents' use of harmful drugs.

Teachers should modify methods of presenting *ESR II* materials when necessary. Rather than teaching activities that require reading skills, the teacher can select activities that make use of posters, charts, drawings, and flannelboard designs. Instruction can be delivered to hearing impaired students through sign language and to the severely visually handicapped through Braille. If students have handicaps that impair judgment, a direct instructional approach may be best.

Complex lessons with special vocabulary and complicated language patterns or difficult illustrations should be avoided. Other possible modifications include the following:

- supply supportive instruction and reinforcement while using the same materials as for nonhandicapped students
- provide special instructional materials or media to reinforce concepts presented in nonhandicapped classes
- furnish adaptive methods to assess a student's knowledge of the subject area or essential elements in the standard courses
- summarize key points before starting an assignment
- match the content and delivery with the developmental level of the learner
- give instructions through several channels such as written and oral demonstration
- repeat instructions; provide more detailed directions
- change the pace of presentation
- ask leading questions as work progresses
- use progress charts and informal individual feedback interviews
- assign oral presentations, reports, and projects
- allow more time for assignments
- establish a buddy system within the classroom to provide assistance
- use peer tutors to assist handicapped students
- use group assignments
- use tape-recorded material so that students can listen and follow along in the written text; record instructions and assignments

COMPENSATORY EDUCATION

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, mathematics, science, and/or social studies. Other students who may require remedial or compensatory instruction include migrant students, students whose primary language is not English, and prekindergarten or kindergarten children who have been identified as having developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Drug use prevention instruction for students in this category should be:

- based on each student's functional instructional level
- modified as necessary to accommodate methodologies, pacing, and materials
- designed to include the essential elements

Some students in this category may need assistance with a single concept or skill, while others may be functioning significantly below the age or grade level of their peers and therefore require more attention. Modifications of learning styles and materials should be initiated as needed. Teachers of students with special needs should:

- identify specific skill needs to ensure that instruction is directed toward specific skill and concept deficits
- identify specific learning modalities and styles
- identify alternate instructional strategies
- compare appropriateness of the material and activities with the student's reading and maturity level

All instruction and activities should repeatedly emphasize that alcohol and drug use is illegal and harmful. Instruction should help students understand the consequences of drug use, learn the facts about drug use, and take action to avoid tobacco, alcohol, and other drug use.

Special remedial and compensatory alternatives are available such as tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed study skills courses, coaching, summer school, and counseling. The regular teacher and any other teacher who provides remedial or compensatory instruction in addition to regular classroom instruction should plan and coordinate instructional activities using a team approach. Instructional personnel should have training in teaching tobacco, alcohol, and other drug use prevention. Teachers should ensure that no gaps occur in students' instruction in drug use prevention.

Regular instructional personnel and special personnel involved in the compensatory education program should work together to apply the same principles in the drug use prevention instruction as in other teaching. To be effective, the educators will:

- determine each student's instructional level and identify specific skill needs
- jointly design and implement lesson plans

- adapt or modify instruction based on continuous assessment of student progress
- use small-group instruction for students with the same skill needs
- limit independent activities to shorter periods of time
- ensure close monitoring of practice activities to prevent repetition of misunderstandings
- use concrete activities to teach skills and concepts
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement
- arrange for adult coaches who can serve as mentors

BILINGUAL EDUCATION

To ensure that the goals of *ESR II* are met for limited English proficient (LEP) students, administrators and teachers must design a program equivalent to that provided for native speakers. LEP students must have the opportunity to learn and use materials that develop expanded meanings of language, build vocabulary, and teach word recognition and comprehension techniques. In addition, LEP students must be informed about school policies on alcohol and drug use and taught that the use of these substances is illegal and harmful. To prevent feelings of isolation and low self-esteem that may result from a lack of proficiency in English, they also should be given frequent opportunities to participate in drug use prevention activities provided at the school and in the community. Positive attitudes in these activities can lead the students to experience success and consequently improve their self-esteem.

Bilingual- or English as a Second Language (ESL)-certified instructors can team with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs.

While modification of the instructional program involves changing the language in which the content is conveyed, the scope of the curriculum should remain the same. In an ESL program, the sequence in which the essential elements are presented can be modified to accommodate students' progress in acquiring English language skills. Emphasis on oral and visual stimuli aids students in grasping the concepts that English-speaking students develop by writing.

More specifically, the teacher can help students build card files and glossaries on needed drug education vocabulary, present the same information through a variety of different charts and visuals, encourage students to underline key words or important facts in their written assignments, and encourage categorizing of drug education words and information into meaningful groups. Teachers can also pair students for team learning.

In an ESL program, pacing modifications should be based on vocabulary concept development while in a bilingual program, dual language instruction enables teachers to use a process approach to the content area. In addition, teachers can explain special vocabulary terms in the students' native language; write instructions using short, simple sentences; limit the number of problems that must be worked; record activities for independent listening assignments; de-emphasize speed; and emphasize accuracy of work. Teachers can also ask open-ended questions to allow students practice in thinking and speaking. Homework assignments should include tasks that require a short reading time. Teachers should recognize that the students' parents may not speak English and that families may have few materials at home to support learning activities.

Materials, whether state-adopted textbooks in Spanish, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. The teacher can provide pictures to illustrate new words, offer a variety of reference materials at the students' instructional levels for independent work, use a variety of activities from lower grade levels such as games to be played by pairs of students or small groups, and maintain a library of supplementary books and workbooks written in simple English that offer additional illustrations for problems. Teachers can also use diagrams and drawings as aids to identifying concepts and seeing relationships; they can support reading by providing films, records, filmstrips, and other materials that may be used independently or in small groups.

Effectively teaching drug use prevention to migrant students is a challenge to many districts and individual schools. Thorough, careful analysis and diagnosis are needed to determine the exact nature of these students' needs. Districts must determine whether migrant needs are due to lack of experience, lack of time on task, or need for remediation. An accurate assessment is essential in order to adapt the content of the curriculum, methods of instruction, and the direction of the drug use prevention program to meet migrant students' needs.

Migrant students are often limited in English proficiency, require compensatory and remedial assistance, or need enrichment activities to be challenged adequately. Teachers also should be aware of other unique needs of migrant students. These students sometimes attend school part-time, from six to seven months, or they may attend school for the full year. In either situation, gaps in their education are usually apparent. An assessment of their knowledge and understanding of tobacco, alcohol, and other drug use prevention skills is essential before beginning the drug use prevention program.

Teachers can extract vital educational information concerning individual migrant students from the Migrant Student Record Transfer System (MSRTS). The MSRTS reports credits earned in courses and partial work

MIGRANT STUDENTS

completed. If migrant counselors are available, they can assist teachers in planning instructional programs for migrant students. Continuity of instruction and provision of intensive remediation are two important ways in which teachers can provide an opportunity for migrant students to learn the essential elements. School districts can share information by using a checklist indicating which essential elements have been taught, which need to be reinforced, and which require further instruction.

Care must be taken by teachers and administrators to provide adequate information regarding the school's substance abuse policies to migrant students and their parents even if they arrive at the school after a semester has begun.

The following list suggests ways that teachers can modify *ESR II* for migrant students:

- Assess the students' instructional levels through informal testing.
- Select and highlight the most important activities that help explain and give vocabulary to the essential elements.
- Prepare brief outlines of units to be studied and highlight important topics related to tobacco, alcohol, and other drug use prevention.
- For elementary students, build independent units that can be rearranged as needed to cover areas that the students have not been taught.
- Establish a buddy system for recording and reporting data and for completing assignments.
- Provide migrant students with oral tests and/or tape-recorded lessons when appropriate.
- Use a group language experience approach for oral language development.
- Allow the students to bring their own culture into the classroom by incorporating it into the content of the course.
- Capitalize on students' experiences of travel, work, and different family structure.
- Provide mentors for gifted migrant students who show ability and interest in a certain field, especially in tobacco, alcohol, or other drug use prevention.
- Assign homework and course projects that are relevant to the migrant student.
- Allow opportunities for independent work that can be completed through prepared independent units of study.
- Use tutors to supplement instruction; keep student/teacher, aide, or peer ratio low.
- Establish extra classes in the evening, on weekends, and during the summer.
- Provide computer-assisted instruction for remedial and enrichment purposes.
- Assess facets of the students' migrant experience that can help them rapidly grasp and master certain essential elements.

- Modify textbook and other reading passages to an appropriate reading level.
- Make use of high-interest, low-reading level materials.

Educators may also use suggestions from the Compensatory Education, Bilingual Education, and Gifted and Talented Education sections of this curriculum guide to plan an effective instructional program for migrant students.

An understanding of the needs and characteristics of gifted/talented students is the first step in adapting the *ESR II* curriculum guide for these students. Programs for gifted students modify or differentiate the curriculum used in the standard classroom, regardless of content area. This does not imply that the curriculum is different, but rather that it accelerates, expands, or enriches the regular curriculum to suit the needs of the gifted learner. This is in keeping with Title 19, Chapter 75 of the Texas Administrative Code, which suggests that districts use these techniques when modifying the curriculum for gifted students.

Differentiation of the curriculum takes place in three areas. A differentiated curriculum contains in-depth content studies, which are joined with sophisticated process skill development, to result in sophisticated product development.

Any drug use prevention education program for gifted students must be based on the drug education curriculum for all students, because all students face the same risk when it comes to drug use. Gifted/talented students are sometimes treated as if their intellectual and creative abilities negate the need for basic prevention education and normal monitoring. This is not true. Because many gifted/talented students are served in pull-out programs or in special resource rooms, administrators and teachers must plan carefully to ensure that gaps in mastery of basic skills do not occur.

Differentiation of the drug use prevention curriculum can be effective in every subject or course area and at all grade levels. Gifted students should first be involved at the knowledge level. Facts regarding the negative effects of tobacco, alcohol, and other drugs and skills to avoid their use can be taught through direct instruction and through films, books, pamphlets, periodicals, and resource individuals. At the appropriate time, administrators and teachers can accelerate, expand, and enrich the program by including activities that encourage students to:

- apply critical thinking and analysis skills to writing questions related to tobacco, alcohol, and other drug prevention for a unit of study using Bloom's taxonomy
- sharpen creative thinking and communication skills by creating plays, poems, ads, slogans, posters, stories, and books for prevention strategies and activities

GIFTED/TALENTED STUDENTS

- apply knowledge regarding the prevention of tobacco, alcohol, and other drug use by preparing brainteasers and puzzles to be used in a puzzle book for other students
- plan and present an assembly about drug use prevention using songs, skits, poems, and choral readings they have developed
- increase research skills by having students choose a topic related to drug use, state a thesis, conduct research, and then present findings in the form of a creative display or product
- develop leadership skills by planning and conducting an antidrug campaign in the school or by organizing a drug use prevention club
- develop an independent study project focusing on a topic related to tobacco, alcohol, or other drug use prevention

Other modified or differentiated activities for gifted students can include:

- designing and setting up a learning center related to drug use prevention
- planning, scheduling, and providing follow-up activities for an in-class presentation by a local legislator, law enforcement officer, or an expert in drug use prevention
- writing a new legislative bill related to drug use prevention
- publishing a school newsletter for tobacco, alcohol, and other drug use prevention
- planning for and conducting a school survey about drug use prevention and presenting the findings to the school
- conducting research on the impact of drug use on the penal system

Gifted students can be encouraged to practice commitment to and responsibility for community involvement by:

- serving on a community task force for drug use prevention
- giving presentations on drug use prevention to churches, service organizations, parent groups, and meetings of business groups

MULTICULTURAL SENSITIVITY

Multicultural education helps prepare young people to be productive and sensitive citizens of a multicultural nation. Without a doubt, Texans live in a multicultural society. From school to work to play, Texans constantly deal with multicultural attitudes, beliefs, and interests. Therefore, all educators in the state, and particularly those in drug education, need to be sensitive to the precepts of multicultural education.

Through formal and informal multicultural approaches, drug educators can develop and promote the kind of multicultural sensitivity that needs to become an integral part of every teacher's skills and repertoire. State Board of Education rules provide a basis for such approaches. Title 19, Part II of the Texas Administrative Code of Statutory Citations, Chapter 97, Subchapter B, Principal V (97-25), Standard 3 states, "The district's curriculum is adapted appropriately to meet the needs of all students, including those in special education and special populations."

In addition to rules that point toward multicultural education and sensitivity, an important humane consideration is obvious. We can better reach students when we teach the whole child. To teach the whole child, we need to understand, accept, and incorporate cultural differences into the classroom setting. For example, we need to understand that when Asian immigrant students are addressed by the teacher, they lower their eyes out of respect, not disrespect. Hispanics often prefer group work and consensus to individual performance. Black children from the traditional rural South often prefer oral tradition and group decision making as opposed to other styles of learning. Insight about these and numerous other cultural differences can help a teacher accept the challenge and responsibility to be a caring, professional educator.

Students of many cultures scattered throughout Texas in large urban school districts and smaller rural schools will respond well to teaching techniques that give consideration to the differences of students' backgrounds and experiences. This approach is especially appropriate in drug education, since teaching responsibility works best when the student's background and experiences are recognized and utilized.

Inservice and training are useful in increasing teacher awareness and sensitivity, but simply being cognizant of one's classroom and school environment can do a great deal to promote understanding of multicultural issues.

The following are a few specific strategies and suggestions that encourage multicultural sensitivity.*

- Realize that students are influenced greatly by personal relationships and praise or disapproval.
- Teach to oral language strengths in both speaking and listening.
- Utilize many students' desire to work cooperatively.
- Provide whole group and tutorial instruction.
- Be a willing learner, a student of their culture.
- Show that you respect students and their culture.
- Form individual relationships with students. Learn to spell and pronounce their names correctly.
- Realize that once you have been accepted, you will become an active role model.
- Do everything possible to enhance self-concept.
- Expect your students to succeed; believe they are capable of achievement.
- Do not think of multicultural education as remedial or compensatory.
- Do not make learning competitive.
- Evaluate holistically in terms of individual growth.

- * These and other strategies are listed in "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweatshops Won't Bite" by Catherine A. Baker. (ERIC Document No. 246005)

Risk Factors for Adolescent Drug Use

Risk factors for adolescent drug use have been compiled by Drs. J. David Hawkins and Richard F. Catalano who identified the factors after extensive review of research findings related to adolescent drug use. The excerpt on pages 39-44 is from their work with the University of Washington Social Development Research Group, School of Social Work, and is reprinted with permission.

RESEARCH FINDINGS

Just as medical researchers have found risk factors for heart attacks such as a diet high in fats, lack of exercise, and smoking, our research has defined a set of risk factors for teenage drug abuse. These risk factors should be interpreted like risk factors for any other disease. We know that the more risk factors for heart disease present, the greater the likelihood a person will suffer a heart attack. This is true with risk factors for adolescent drug abuse as well. The more risk factors present, the greater the chances that a young person will develop a drug problem.

The broad cultural, economic, and social context in which children develop affects their risk for drug use.

What are the risk factors for teenage drug abuse?

1. Economic and Social Deprivation

Children from families who experience social isolation, extreme poverty, and poor living conditions are at elevated risk of chronic drug abuse.

2. Low Neighborhood Attachment and Community Disorganization

Neighborhoods with a high population density, high rates of crime, and lack of natural surveillance of public places have high rates of juvenile delinquency as well. Research has also found that attachment to neighborhood is a factor in inhibiting crime.

Studies have shown that neighborhood disorganization is a factor in the breakdown of the ability of traditional social units, such as families, to provide pro-social values to youth. When this occurs there is an increase in delinquency and recidivism in these communities.

It is likely disorganized communities have less ability to limit drug use among adolescents as well.

3. Transitions and Mobility

Transitions, such as those between elementary and middle or junior high school, and residential moves, are associated with increased rates of antisocial adolescent behavior, including rates of drug initiation and frequency of use.

4. Community Laws and Norms Favorable Toward Drug Use

Communities with laws favorable to drug use, such as low drinking ages and low taxes on alcohol, have higher rates of alcohol-related traffic fatalities and deaths due to cirrhosis of the liver. The availability of alcohol and illegal drugs is associated with use. Research has shown that greater drug availability in schools increases the use of drugs beyond other risk characteristics of individuals. Community attitudes favorable toward teenage drug use increase the risk of drug abuse. Individual and social factors in the immediate environment also influence risk for drug abuse.

5. Family History of Alcoholism

When children are born to or raised by an alcoholic parent, their risk of abusing drugs is increased. For boys, this increased risk is a result of both genetic and environmental factors. Sons of alcoholic fathers are up to four times more likely to abuse alcohol than boys without an alcoholic father, even if not raised by that father. For both boys and girls, alcoholic parents provide a powerful role model for drinking that influences children's behavior.

6. Family Management Problems

Poor family management practices increase the risk that children will abuse drugs. Research has shown that in families where expectations are unclear or inconsistent, where there is poor monitoring of children's whereabouts and behavior, where children are seldom praised for doing well, and where punishment is inconsistent or excessive, there is greater risk that children will develop drug abuse problems.

Children who grow up in homes where rules are not clearly stated and enforced have difficulty knowing what is expected of them. If they are not consistently recognized for their positive efforts and for doing well, then children fail to learn that their good behavior makes a difference. Similarly, if they are not consistently and appropriately disciplined for breaking family rules, then they don't experience the security of knowing right from wrong and are less likely to develop their own good judgment.

Bonding to families and attachment to parents have been shown to be negatively related to drug use. In order to make good decisions about their behavior, children need clear guidelines for acceptable and unacceptable behavior from their family. They need to be taught basic skills, and they need to be provided with consistent support and recognition for acceptable behaviors as well as consistent but appropriate

punishment for unacceptable behaviors. They also need to know that their parents care enough to monitor their behavior so that rewards and consequences are applied fairly.

7. Early Antisocial Behavior

A relationship has been found between male aggressiveness in kindergarten through second grade and delinquency and teenage drug abuse. The risk is especially significant when this aggressiveness is coupled with shyness and withdrawal. About 40% of boys with serious aggressive behavior problems in early elementary grades will develop delinquency and drug problems as teenagers.

8. Parental Drug Use and Positive Attitudes Toward Use

If family members use illegal drugs around children, if there is heavy recreational drinking in the home, or if adults in the family involve their children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette, the children have an increased risk of developing problems with alcohol and other drugs.

Parents' attitudes about teenagers' use of alcohol seem to influence their children's use of other drugs as well. A survey of ninth grade children in King County [Washington] showed that those children whose parents approved of teenage drinking under parental supervision were more likely to have used marijuana and to be using marijuana in ninth grade, than were children of parents who disapproved of supervised teenage drinking at home. Parental approval of children's moderate drinking, even under parental supervision, appeared to increase the risk of children's use of marijuana.

9. Academic Failure

Children who do poorly in school beginning in approximately the fourth grade have an increased risk of abusing drugs. Children who fail in school for whatever reason—boredom, lack of ability, a mismatch with a poorly skilled teacher—are more likely to experiment early with drugs and to become regular users of drugs in adolescence.

10. Little Commitment to School

Children who are not bonded to school for whatever reason are more likely to engage in drug use. The annual surveys of high school seniors by Johnston, Bachman and O'Malley show that the use of strong drugs like cocaine, stimulants, and hallucinogens remains significantly lower among high school students who expect to go to college. Drug users are more likely to be absent from school, to cut

classes, and to perform poorly than nonusers. Factors such as how much students like school, time spent on homework, and perception of the relevance of coursework are also related to levels of drug use.

11. Alienation, Rebelliousness, Lack of Social Bonding

In middle or junior high school, those students who rebel against authority, particularly their parents and school officials, and who do not attend church tend to be at higher risk for drug abuse than those who are bonded to the primary social groups of family, school, church, and community.

12. Antisocial Behavior in Early Adolescence

This risk factor includes a wide variety of antisocial behaviors including school misbehavior and a low sense of social responsibility. Fighting, skipping school, and general aggressiveness have been shown to be related to drug abuse.

13. Friends Who Use Drugs

Association with drug-using friends during adolescence is among the strongest predictors of adolescent drug use. The evidence is clear that initiation into drug use happens most frequently through the influence of close friends rather than from drug offers from strangers. This means that even children who grow up without other risk factors but who associate with children who use drugs are at an increased risk for drug use and developing problems with drugs. This risk factor underscores the power of peer influence on teenagers.

14. Favorable Attitudes Toward Drug Use

Children in late elementary school often have very strong negative feelings against drugs. Yet by the time these children enter junior high school, they may begin associating with peers who use drugs, and their attitude can quickly change. This shift in attitude often comes just before children begin to experiment with alcohol or other drugs.

Research has shown that initiation into the use of substances is preceded by values to substance use.

15. Early First Use

Early onset of drug use predicts subsequent misuse of drugs. The earlier the onset of any drug use, the greater involvement in other drug use, the greater the frequency of use and the probability of involvement in deviant activities such as crime and selling drugs. Children who begin to use drugs before age 15 are twice as likely to develop

problems with drugs than are children who wait until they are older. Waiting until age 19 to try alcohol or other drugs dramatically decreases the risk of drug problems.

A Strategy for Prevention

Knowing these risk factors can help us to prevent drug abuse before it occurs. By addressing factors associated with higher risk and increasing factors associated with lower risk, we can decrease the chances that our children will develop problems with drugs.

The risk factors for drug abuse are addressed in the Social Development Model. This model provides a strategy for drug abuse prevention. Research on risk factors has demonstrated that when children are bonded to parents, school, nondrug-using peers, and their community, they are less likely to do things that threaten this bond, such as use drugs. The Social Development Model provides communities with a strategy to help youths develop strong bonds to their parents, schools, nondrug-using friends and communities.

According to the model, three conditions are necessary for this bonding to occur: opportunities, skills, and rewards or recognition. Community prevention strategies should include opportunities for youths of all ages to contribute. It is important that these opportunities are developmentally appropriate and help youths feel they are making significant contributions. Youths must be taught skills to successfully participate in the opportunities provided. Finally, youths must be rewarded or recognized for appropriate behavior and constructively corrected to get back on track when their behavior is unacceptable.

When these conditions are met, youths are more likely to develop strong bonds to their families, schools, positive friends, and communities.

Another important risk factor addressed in the model is favorable community attitudes toward drug use. This factor recognizes the widespread acceptance of alcohol and other drug use in our society.

When communities communicate that alcohol or other drug use by teens is acceptable, or fail to inhibit a pro-drug attitude among youth, the youths of that community are at a higher risk of developing problems with drug use.

With knowledge of the risk factors for teenage drug use and a strategy for addressing them, communities can plan and implement effective prevention programs. Each community should assess how it is addressing the risk factors for drug abuse.

Further, each community should seek to identify ways in which to increase opportunities for involvement by youth, skills for successful involvement, and a process for recognition of positive behaviors by community youths as well as a plan for ensuring that the community's schools, families, law enforcement officials, and other important social institutions communicate clear positions against the use of alcohol and other drugs by children and teenagers of the community.

An examination of the criteria for identifying at-risk students reveals significant similarities between those at risk of dropping out of school and those at risk for drug use.

HIGH-RISK CHARACTERISTICS

The Drop Out Reduction Act established by HB 1010	The Drug-Free Schools and Communities Act of 1986, PL 101-226, as amended in November 1989
Legislative Authority: The 71st Texas Legislature	Legislative Authority: The U.S. Congress
The criteria for identifying students at risk for dropping out of high school include: • has failed to be promoted • is two or more years below grade level • has failed at least two courses • has failed the statewide assessment • has experienced negative environmental factors, familial factors, economic factors, social factors, developmental factors, and/or psychosocial factors • has been adjudged delinquent • uses drugs or alcohol • demonstrates limited English proficiency • receives compensatory or remedial instruction • has been sexually, physically, or psychologically abused • has become pregnant • is a slow learner • enrolls late in the school year • stops attending school before the end of the school year • is an underachiever • appears unmotivated • exhibits other characteristics that indicate the student is at risk of dropping out	The criteria for identifying students at risk for drug use include: • is a school dropout • has experienced repeated failure in school • has become pregnant • is economically disadvantaged • is the child of a drug or alcohol abuser • is a victim of physical, sexual, or psychological abuse • has committed a violent or delinquent act • has experienced mental health problems • has attempted suicide • has experienced long-term physical pain due to injury • is a juvenile in a detention facility within the state

Suggestions for Discussion Groups and Speakers

Two methods that are frequently used in teaching drug use prevention are group discussions and guest speakers. To ensure the success of either of these, some preparation should be made prior to implementation.

Successful group discussions, at the very least, are somewhat structured according to rules that can be reduced to simple courtesy. Through the group discussion process, students learn social skills and develop appreciation for differing viewpoints. Some guidelines to ensure productive group discussions are as follows:

- Listen to each other.
- Participate.
- Do not interrupt.
- Build on what other people say.
- Be relevant (stick to the point).
- Avoid "putting down" what others say.
- Give every group member an opportunity to speak.

DISCUSSION GROUPS

The same thought and preparation that promote successful group discussions should be given to extending an invitation to a guest speaker. A few precautions taken beforehand can ensure a positive and pleasant experience for everyone involved.

SPEAKERS

Before inviting a speaker, the teacher should fully understand the school's and the district's philosophy and policies governing drug use prevention. Subsequently, the teacher should apprise the speaker of these when briefing him or her prior to the school visit. The briefing should include an explanation of the district's "no use" stance as well as providing objectives for the visit, characteristics of the students, and information on the way the topic has been treated thus far in the course of study. Such information given prior to the visit helps to eliminate the possibility of misunderstanding and clears the way for students to have an opportunity to receive reliable first-hand information about the subject under study.

Sample Lessons for the Prevention of Drug Use: A Note to the Teacher

The sample lessons on pages 53-295 are intended to demonstrate various ways in which teachers in Grades 4-6 can address the pervasive problem of drug use in six subject areas: fine arts, health, language arts, mathematics, science, social studies. The lessons are examples of the kinds of creative and imaginative planning that are trademarks of successful classroom teachers.

In the early grades, the emphasis of drug use prevention education is on good health care practices, safety, personal responsibility, and awareness of others. The curriculum guide at these grade levels deals with maintaining health, developing positive self-worth that enables us to interact with others, and recognizing our roles as family members.

The emphasis of drug use prevention education in the upper elementary grades shifts slightly from that in earlier grades but maintains personal development and interpersonal relationships as the foundation. In Grades 4-6, the focus broadens to include developing healthy social attitudes; fostering respect for self, others, and the law; learning about medical hazards that exist in legal/illegal drug use; and recognizing pressures such as peer, parent, and media pressures that influence us. The upper elementary program is designed to help young people learn to make intelligent decisions about their health and well-being that will enable them to act responsibly when confronted with opportunity or pressure to try drugs. Through these objectives, teachers can provide opportunities for students to develop resilience.

As defined by Frederic Flach, MD, *resilience* is the psychological and biological strength required to master change successfully. And the ability to master change in the rapidly changing high-tech society in which we live is critical to our health and well-being. Adults—parents, teachers, and others—have the opportunity to encourage children to learn to bounce back from stressful events in their lives through instruction and example. Such encouragement can and should begin with early childhood and continue throughout the school years. Such opportunities are not limited to particular courses in the curriculum.

Education
for
Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE

4

WE'RE PUSHING FOR
A DRUG-FREE STATE



LESSON OBJECTIVES

- III.A-3. Identify personal beliefs, values, and feelings.
- III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Label areas of the room with "feelings" (sad, happy, silly, angry, confused).

Have students stand in a circle. Play various types of music (marches, waltzes, slow, sad, happy, loud, soft). Tell students to respond to music by moving, dancing, marching, or snapping their fingers.

Explain that when the music stops, students should move quickly to the area marked with the feeling they have at that time.

After the activity, discuss how music affects people's moods. Also talk about how we can communicate our thoughts and feelings through music.

Then let students choose one or two action songs to perform as a group.

Fine Arts



Grade 4

4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Recordings of various types of music, labels for various parts of the room

ESSENTIAL ELEMENT

Fine arts. Music. Responses to music through moving and playing. The student shall be provided opportunities to perform action songs.

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Divide the class into groups of two or three students each. Have each group create a skit about a decision one of the students made in the past. For example, skits could be about:

- a student's decision to admit he or she broke a window while playing ball
- a student's decision to disobey parents and stay out after dark
- a student's decision to cook breakfast for his or her parents as a surprise

Instruct students to include choices they had to make, what happened as a result of the decisions made, and any good or bad situations that resulted from those decisions. Ask students what they would do differently if they had the opportunity.

Define peer pressure (use of influence or force to make someone do something they would not ordinarily do).

Ask students to volunteer to talk about their experiences with peer pressure. Encourage them to be honest and to use descriptive words and actions to paint a picture of one episode. Let students tell the story from start to finish, then discuss the experience. Point out that peer pressure situations require students to make a decision as to whether they will do something they feel is wrong just because someone else wants them to do it. Encourage students to think through such decisions carefully. Suggest ways of saying "no" in peer pressure situations.

Fine Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Resource: *Peer Pressure Reversal* by Sharon Scott

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Expressive use of the body and voice. The student shall be provided opportunities to create original dialogue.

LESSON OBJECTIVES

- III.A-1. Describe personal strengths and weaknesses.
- III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Explain that in the past symbols on a coat of arms told what a family stood for and what significant things family members had done. Show the overhead transparency, "Sample Coat of Arms." Tell students that they are going to create their own personal coat of arms. Explain that the four sections of the shield should contain:

1. something of which you are proud
2. what you would like to be doing in 10 years
3. a description of your family
4. something you like to do with your friends

Tell students to think of a family motto to write underneath the shield. Examples of mottos are: Loyalty and Love, Together Forever, Family First, Parents and Kids Unite, and Eight Is Great.

Pass out the "My Coat of Arms" worksheet and ask students to draw a coat of arms. Encourage them to express their ideas through symbols, pictures, and words. Also encourage students to work alone on this activity.

Then ask each student to share his or her shield with the class and discuss the different areas. Other class members may ask questions. The person who is sharing is not obliged to reveal information which he or she feels uncomfortable sharing.

To conclude, ask students the following questions:

- What was the hardest part of this exercise for you? Why was it hard for you?
- What part was easiest? Why?
- How did it feel to share some personal information with the group?
- What was it like to listen to others share information?

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

Fine Arts



Grade 4

4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Overhead transparency: "Sample Coat of Arms"

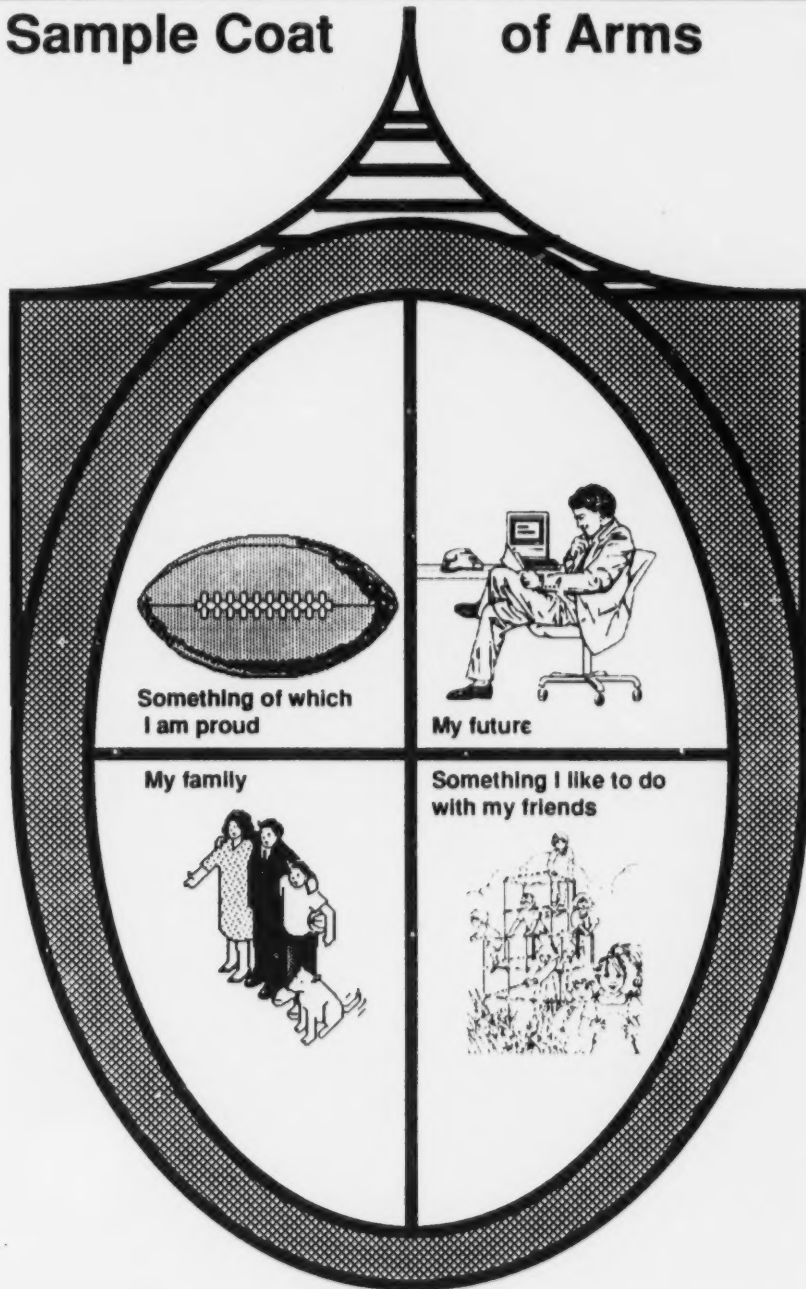
TEACHER TIP

If some children have difficulty with this lesson, offer some suggestions for the coat of arms. Sharing should be entirely voluntary in this lesson.

Worksheet: "My Coat of Arms"
Crayons, markers

Option: Students may use poster board or other large size material to make shields and paint their coat of arms on them.

Sample Coat of Arms



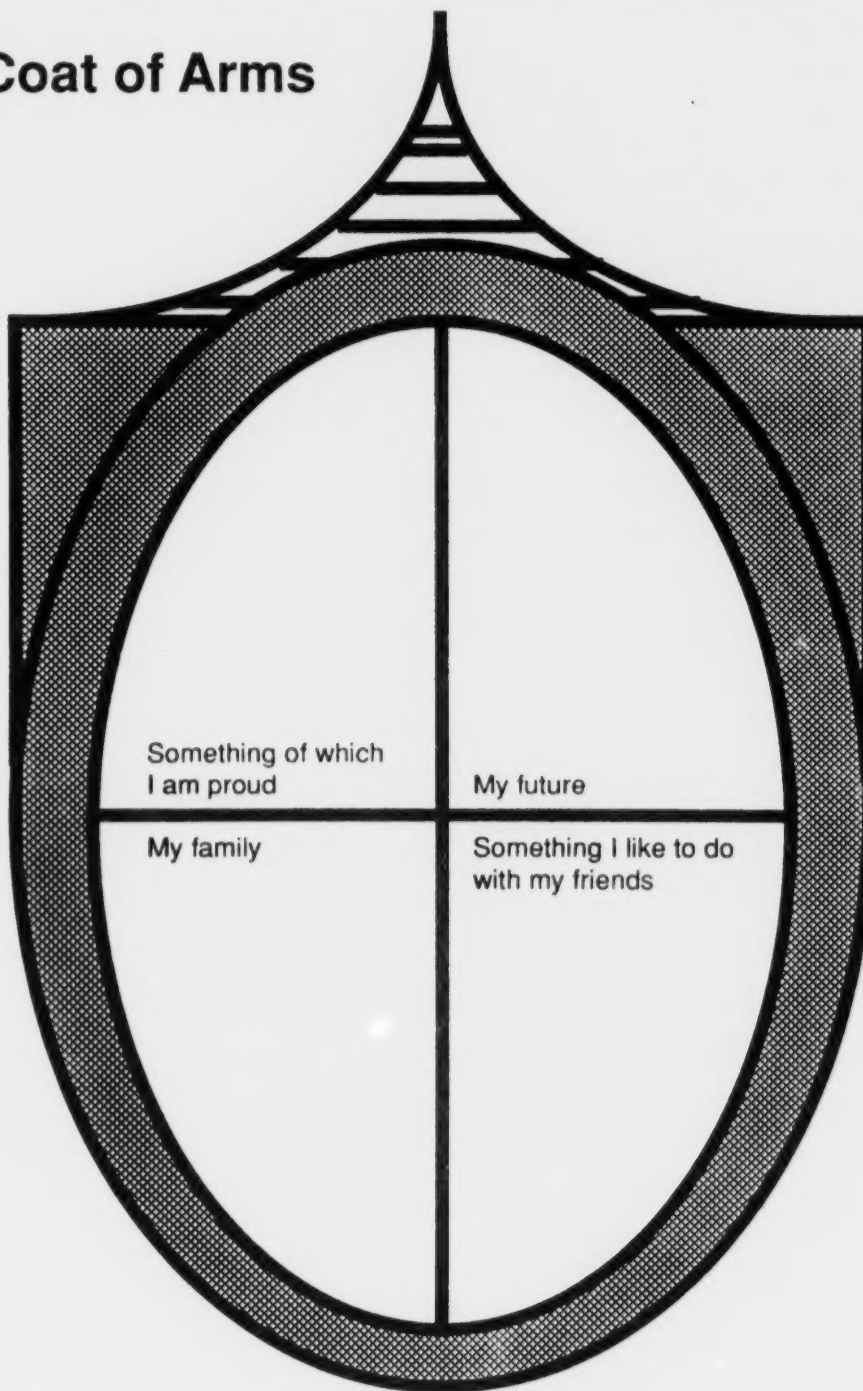
My Motto Always Do Your Best

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY



NAME _____ DATE _____

My Coat of Arms



My Motto _____



LESSON OBJECTIVES

- III.B-2. Demonstrate assertiveness and refusal skills.
- III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have students write lyrics to be sung to the tunes of popular songs. The lyrics should convey a drug-free or no-use message.

Choose a song with many short verses. Have each child make up a verse that promotes a drug-free life.

Stage a musical production using the new songs. Let the students create skits and choreography to go along with the songs.

Perform the musical production for younger students.

Fine Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Paper, pencil, materials for costumes, tapes, tape recorders

ESSENTIAL ELEMENT

Fine arts. Music. (Band, choral music, or orchestra may be offered in lieu of music.) Singing concepts and skills. The student shall be provided opportunities to create dramatizations, movements, new words to songs.

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Divide students into groups. Have each group create a decorative display of the school rules and policies regarding drugs.

Explain that alcohol, tobacco, and other drugs can alter normal reactions. Use the overhead transparencies, "Body Diagram" and "Brain Diagram," to show how different parts of the brain and body are affected by alcohol consumption.

Point out that drugs affect emotions, often causing people to react inappropriately. People drinking alcohol can feel extremely happy, sad, or carefree. People smoking cigarettes are sometimes rigid and tense. People smoking marijuana often imagine things.

Have a student stand at the front of the classroom and react to a situation that you read aloud by expressing an appropriate emotion. Encourage students to express the emotion as soon as they hear the situation. Some situations may be:

- You have made an "A" on a paper.
- You have just won \$500.
- You are in an old house in the dark and you hear a noise.
- You don't know the answer to a question your teacher asks you.
- Someone says something nice to you.
- Someone says something mean to you.
- Someone tries to get you to do something that makes you uncomfortable.

Then ask students how they think someone under the influence of alcohol or other drugs might react to the same situations. Would the emotions expressed be similar and of the same intensity?

Have students write a one-page story recalling an emotional experience in their lives and how they reacted to it. Remind them to use fictitious names to avoid identifying real persons involved.

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Expressive use of the body and voice. The student shall be provided opportunities to recall sensory and emotional experiences.

Fine Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

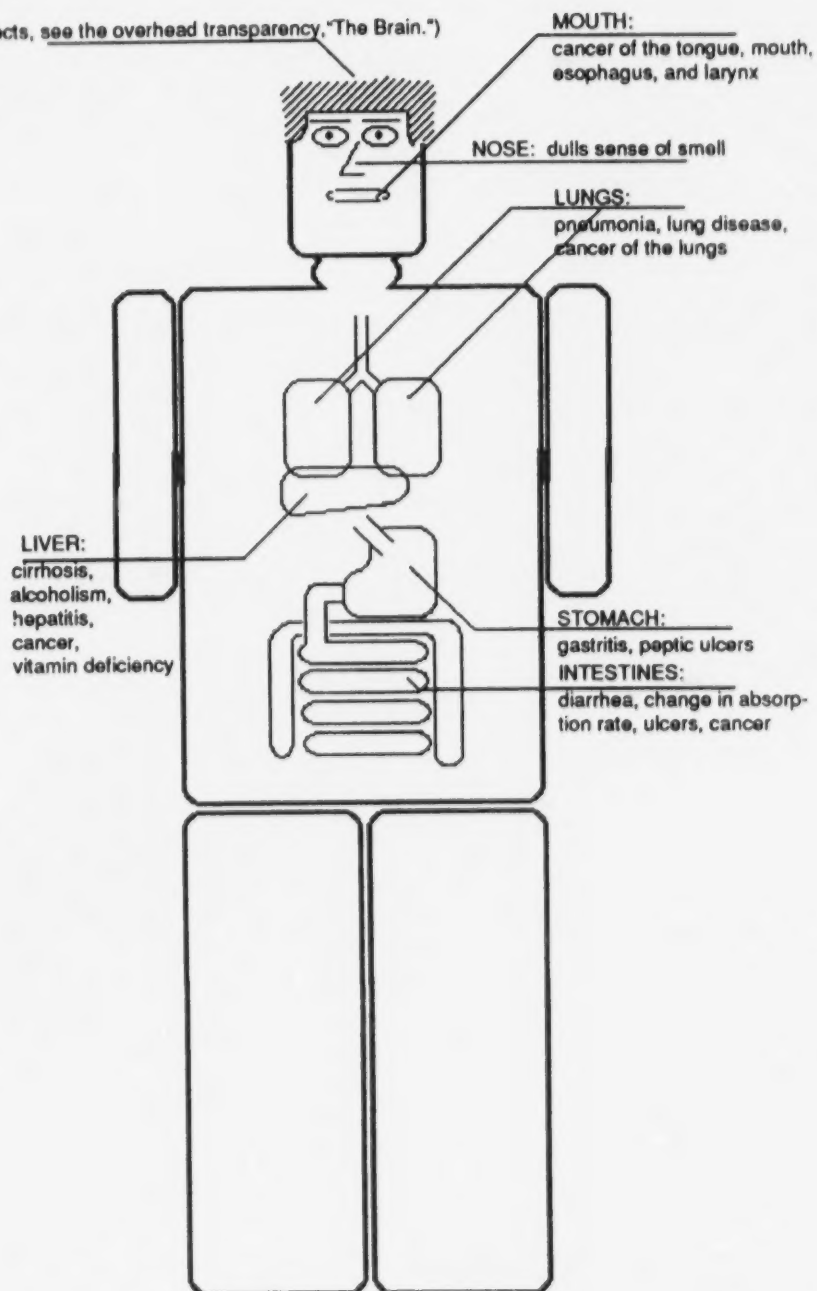
Overhead transparencies: "Body Diagram" and "Brain Diagram"

TEACHER TIP

The "no use" message for students must be reinforced at every opportunity. Students also need information to help them understand how damaging the use of drugs is to the body and brain.

Body Diagram

(For effects, see the overhead transparency, "The Brain.")

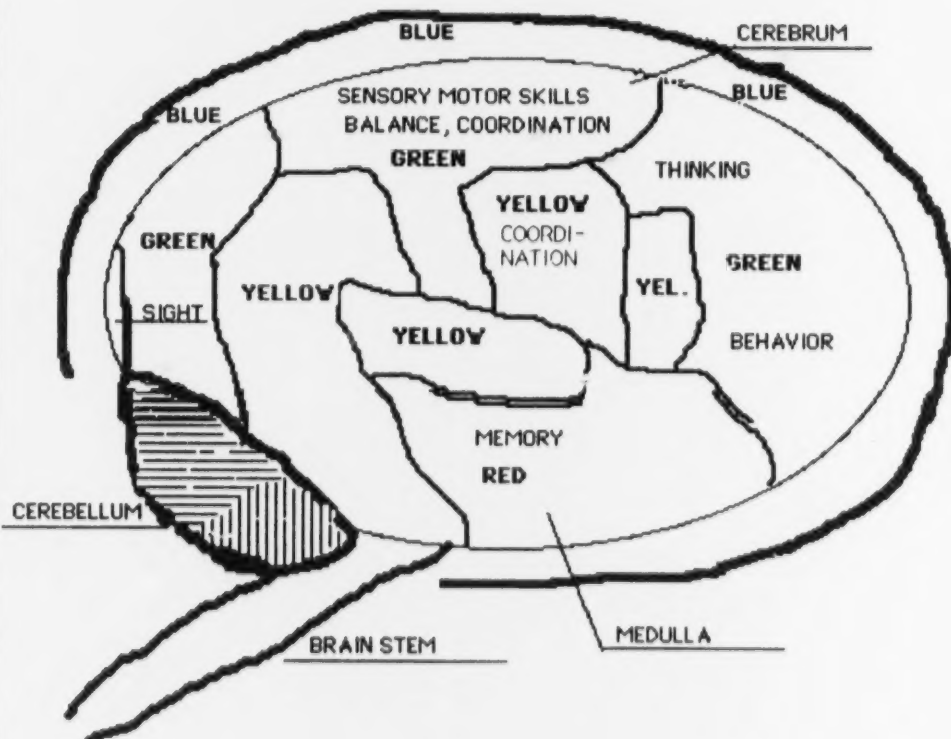


**WE'RE PUSHING FOR
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TEXAS EDUCATION AGENCY



Brain Damage

1-2 drinks—blue
3-4 drinks—green
5-7 drinks—yellow
8-12 drinks—red



**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify activities in which families participate together.

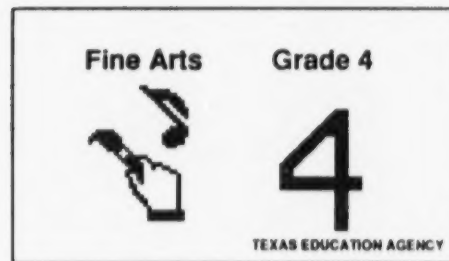
ACTIVITIES & STRATEGIES

Discuss what being a member of a family means and the responsibilities each family member has. Explain that there are different kinds of families, including traditional families, families that are made up of stepparents and stepchildren, single-parent families, and other special families.

Have students create mobiles that include all members of their families. Tell students that they can create shapes such as circles or stars to represent each member of the family.

Divide the class into four groups. Have each group develop a school slogan or motto to promote a drug-free school. Encourage students to come up with original ideas that will appeal to children their age.

Have students design bumper stickers using the slogan or motto. Display the work in prominent places around the school.



RESOURCES & MATERIALS

Paper, scissors, crayons, markers, string, glue, straws, hangers

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

LESSON OBJECTIVES

- I.C-1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.
- I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe how association with or proximity to individuals taking these risks jeopardizes other individuals.

ACTIVITIES & STRATEGIES

Ask the class to define peer pressure (influence or force to make someone do something they would not ordinarily do). Explain that peer pressure is one of the main factors in substance use.

Divide the class into groups. Have each group role-play the following situations:

- A friend offers you a marijuana cigarette. You refuse, but both of you are caught and get in trouble with the teacher, principal, parents, and the police.
- Convince a friend that he or she should not use drugs.
- A friend excludes you from his or her group because you were seen playing ball with a student who smokes cigarettes.
- A friend borrows money for lunch and later spends it on a bottle of correction fluid. Then he or she wants to borrow more money.

Let the class respond to each role play by suggesting other ways the scene could have been acted out. Point out to students that walking away from a situation is an option, also. Stress that peer pressure can be exerted in many different ways.

Following the role play activities, ask students to discuss how it felt to say "no." Then ask the other students how they felt toward the person who said "no."

Distribute handouts of brief literary selections depicting examples of positive peer pressure. Assign a selection to each group to dramatize using pantomime. Follow the dramatizations with a debriefing activity that encourages students to talk about the opportunity each student has to be a positive role model for his or her fellow students. Explain that students can influence their friends' behaviors and actions in a positive way by letting it be known that they do not take drugs.

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Creative drama. The student shall be provided opportunities to dramatize literary selections using shadow play, pantomime, imitative dialogue.

Fine Arts



Grade 4

4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Have students work in pairs to design posters that effectively illustrate drug-free messages. Encourage students to create posters depicting:

- healthy alternatives to drug use
- the advantages of attending a drug-free school
- consequences of illegal drug use

Encourage creativity and originality in the expression of ideas and feelings through the media of drawing, painting, printmaking, photographic imagery, or a combination of these. Three dimensional models may be constructed in lieu of the poster if students choose to do that. Emphasize that the posters or models should be eye-catching, bright, and appealing to children their own age.

Display the posters in prominent places around the school.

Hold a "Sock It to Me" party and have children decorate socks with a drug-free theme. For example,

- "Hugs not Drugs"—socks decorated to look like hugging animals
- "Only Dumb Bunnies Do Drugs"—make socks look like rabbits

Display the socks around the school.



RESOURCES & MATERIALS

Materials: poster board, paints, art erasers, and other art materials; white or light-color socks

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify social pressures and enticements to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have students improvise ways to encourage friends not to use drugs. To help students get started, read the following examples of role play situations aloud:

- You and a friend find a cigarette. Your friend wants the two of you to smoke it. You do not think it is a very good idea. What could you say to persuade your friend not to smoke the cigarette?
- A friend invites you over when his parents are not home. He suggests that you both drink some of the beer that is in the refrigerator. You do not want to because you know that drinking alcohol is bad for you. How could you persuade your friend that neither of you should drink the beer?

Lead the students to create situations from their own experiences or imagination and demonstrate saying "no" in pantomime. Review refusal skills and discuss the many different ways to say "no."

Learn the "Just Say No" song.

Fine Arts



Grade 4

4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

"To Drugs You Will Always Say No;" Frank Di Silvestro; 4243 Carpenter Avenue; Bronx, New York 10466; (212) 325-5587

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Creative drama. The student shall be provided opportunities to dramatize literary selections and original stories using shadow play, pantomime, imitative dialogue, improvisation, characterization, and puppetry.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Have students recall advertising slogans and jingles that they have heard on the radio or seen on television. Talk about the influence of advertising on behavior and choices in both children and adults. Also discuss the quality of artwork seen in advertisements on buses, park benches, and billboards. What are the products most frequently advertised? (Alcohol and tobacco will be included.) Then discuss the purposes of advertising.

Discuss the new labeling required on alcoholic products.

Finally, ask students what they think the kinds of advertisements seen on signs everyday say about a community.

Have them design a neighborhood, a business section, or some other portion of a city and create just one billboard to be displayed in it. That billboard must advertise a product that is one of the following:

- healthy to drink
- healthy to breathe
- healthy to eat
- healthy to do

Have students show and explain their advertisements in front of the class. Then display all the advertisements on the bulletin board.



RESOURCES & MATERIALS

Anti-Drug Abuse Act of 1988, Section VI, Alcohol Warning Labels

The law requires the following health warning to be placed on all alcoholic beverage containers:

"Government Warning:

- (1) According to the Surgeon General, women should not drink alcoholic beverages during pregnancy because of the risks of birth defects.
- (2) Consumption of alcoholic beverages impairs your ability to drive a car or operate machinery, and may cause health problems."

Magazines, manila paper, crayons, paints

ESSENTIAL ELEMENT

Fine arts. Art. Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to explore, examine, and evaluate artwork of students and major artists, and home and community design.

LESSON OBJECTIVE

- I.B-4. Assess the importance of emotional stability, self-esteem, motivation, and coping abilities when dealing with a family member who is chemically dependent.

ASSESSMENT CRITERION

Identify the psychological, emotional, physical, and financial hardships on individuals closely related to someone who uses tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Discuss what it means to "cope." Emphasize that coping means:

- dealing with problems in a healthy way
- working through difficult situations

Explain that people are much better equipped to deal with problems and difficult situations when they are happy and proud of themselves.

Have students describe a person who feels good about himself or herself using terms such as "confident," "content," and "strength of character." List the words on the board. Discuss with the class some reasons why a person who possesses these qualities is better equipped to cope with problems.

Explain that drug use by a family member can be a very stressful situation for the whole family. Some problems that can arise are:

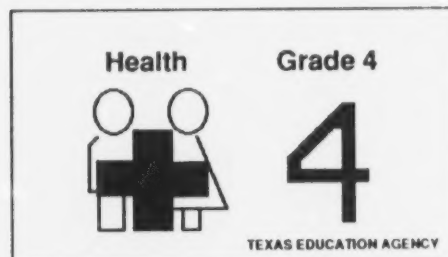
- communication problems (arguing, for example)
- financial problems due to the family member's drug or alcohol use
- physical or mental abuse
- illness of a family member who is using alcohol, tobacco, or other drugs

Coping skills enable people to deal with problems such as these. Coping for some people can be talking to a family member, a teacher, or a counselor. Point out that there are also support groups who can help when problems arise in a family.

Hand out the worksheet, "Building Blocks." Have students write a word that describes one of their strengths in each box. Discuss the strengths that are helpful if a family member has a problem with alcohol, tobacco, or other drugs.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.



RESOURCES & MATERIALS

Suggested reading for an example of a strong, confident character is *Sadako and the Thousand Paper Cranes* by Eleanor Coerr. Check with the school librarian for additional titles.

TEACHER TIP

The issue of chemically dependent family members is sensitive and must be handled with a great deal of discretion. Your local substance abuse council can provide helpful materials. The school counselor should be made aware of any child who appears to be disturbed by the lesson.

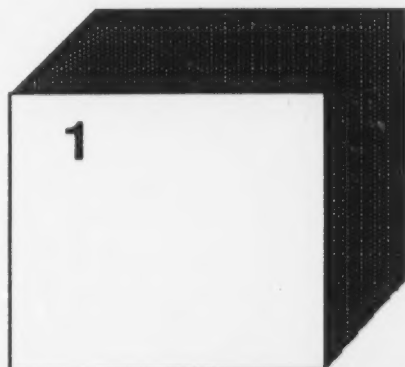
Worksheet: "Building Blocks"

NAME _____ DATE _____

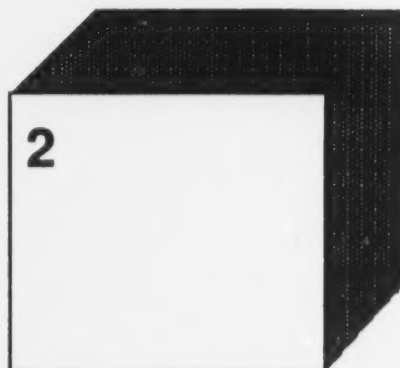
Building Blocks

Think about words that describe some of your strengths. Write one word in each block below. Then write a few words in each box telling how that strength helps to build a stronger YOU.

1



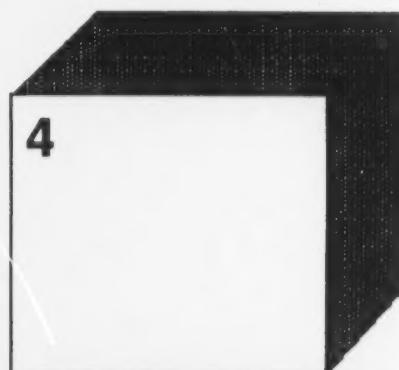
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3



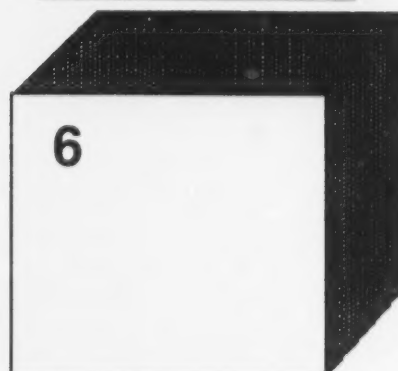
4



5



6



LESSON OBJECTIVES

- III.A-3. Identify personal beliefs, values, and feelings.
- III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Explain the importance of personal beliefs, values, and feelings.

ACTIVITIES & STRATEGIES

Talk about the way other people's opinions of us make us feel. Ask students to describe how they feel when someone says something nice about them. How do they feel when someone laughs at them?

Divide the students into pairs. Instruct each student to make a collage using pictures from old magazines to illustrate positive traits of his or her partner. Then let students explain the collage to the class if they are comfortable with sharing.

Ask students the following questions:

- How would you feel if everyone in class laughed at you when you made a mistake?
- How would you feel if you were ignored and left out of a game?
- How would you feel if someone said something good about you?
- How would you feel if someone tried to persuade you to do something you really did not want to do?

Explain that all people make mistakes and do embarrassing things sometimes. Rather than getting upset, students should try to learn from mistakes and embarrassing moments.

Have students begin a health journal by writing short paragraphs reacting to the questions listed above. They could begin by writing:

- I remember feeling embarrassed when...
- I felt upset when someone laughed at me because...

The journal may become an ongoing activity to promote self-concept.

Health

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Magazines, scissors, poster board or construction paper

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual and personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

LESSON OBJECTIVES

- III.C-2. Demonstrate skills for coping with change, success, and failure.
- III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify positive and negative attributes and consequences of change, success, and failure.

ACTIVITIES & STRATEGIES

Discuss the fact that families experience small problems and conflicts every day. Ask students to give examples of everyday problems such as:

- getting a low grade on a math test
- arguing with sisters and brothers
- feeling hurt about not being invited to a party
- getting in trouble for not doing chores at home
- moving to a new town when a parent gets a new job
- having to miss out on something because you can't afford it

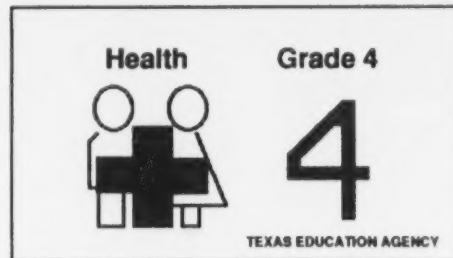
Ask students to describe how they feel when these kinds of problems occur. Write their responses on the board.

Then list and talk about:

- positive ways to deal with these feelings
- negative ways to deal with these feelings

Explain that dealing with problems in a negative way only causes more problems. For example, an unhealthy way to deal with anger is to yell at someone else. This only makes others upset as well. Using alcohol or other drugs is another negative way of dealing with problems. Drinking alcohol or using drugs to cope leads to an unhealthy body and mind and makes it even harder to deal with everyday problems.

Have students complete the worksheet, "Learning to Cope."



RESOURCES & MATERIALS

Worksheet: "Learning to Cope"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize that the health of the family is dependent upon the contribution of each of its members.

NAME _____ DATE _____

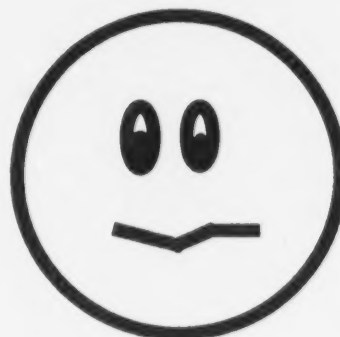
Learning to Cope

List five uncomfortable feelings in the blanks below. Then list two healthy ways to cope with each feeling.

1. Feeling _____

(1)

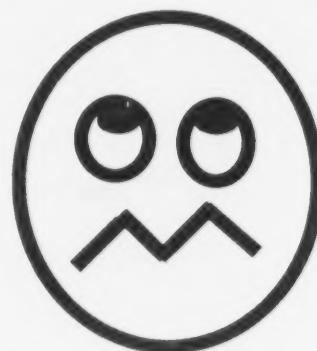
(2)



2. Feeling _____

(1)

(2)



3. Feeling _____

(1)

(2)

4. Feeling _____

(1)

(2)

5. Feeling _____

(1)

(2)



LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.

III.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Describe factors that make an individual unique.

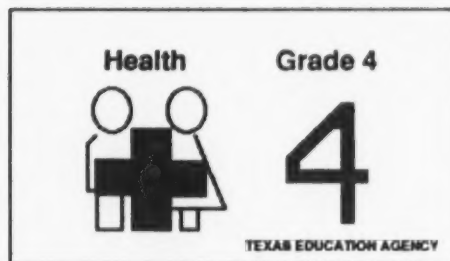
ACTIVITIES & STRATEGIES

Give each student a large triangle cut out of construction paper. Instruct students to draw pictures in each of the angles of the triangle showing:

- things to do alone
- things to do with friends
- things to do with family

Pass out the worksheet, "Getting to Know You." Have each student interview another student about his or her likes, dislikes, abilities, and achievements. Record responses on the worksheet.

Using a stewpot or dutch oven, create a "Me" stewpot. Have students write their names and a positive statement about themselves on a slip of paper to put into the pot. Read a few of the slips of paper every day and discuss the different qualities and characteristics the students described.



RESOURCES & MATERIALS

Construction paper, crayons

Worksheet: "Getting to Know You"

Stewpot or dutch oven

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual and personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

NAME _____

DATE _____



Getting to Know You

Interview another student to find out his or her likes, dislikes, abilities, and achievements.

Student interviewed _____



LESSON OBJECTIVES

- III.A-3. Identify personal beliefs, values, and feelings.
- III.A-6. Recognize that parents are primary role models for self-esteem, health, and behavior.

ASSESSMENT CRITERION

Explain the importance of personal beliefs, values, and feelings.

ACTIVITIES & STRATEGIES

Ask students to close their eyes and imagine what it would be like to be a parent. Ask them the following questions:

- How many children would you have?
- Where would you live?
- What would you do for a living?

Point out that parents are actually teachers; that is, they are constantly teaching their children. Ask students to name some things that parents teach them such as:

- table manners
- care of your property
- respect for others
- reasons for laws
- ways to stay healthy
- rules at home

Ask students what specific things they would teach their children if they were parents.

Talk about the various influences that parents have on children. Emphasize these influences by asking students:

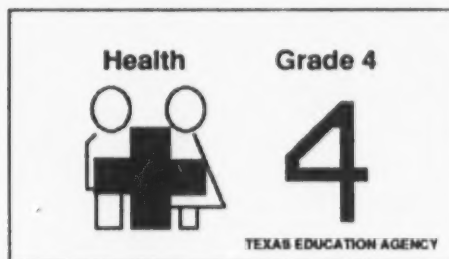
- Do you dress like your parents?
- Do you have the same values and beliefs as your parents?
- Do you like the same foods that your parents like?
- Do you have the same talents or interests that your parents have?

Point out that most parents try to raise their children to be good citizens, to have good manners, and to treat people with kindness and respect. Parents do this by teaching them and by being good examples of the types of behavior they want their children to exhibit.

Have students complete the worksheet, "If I Were a Parent." Discuss students' answers to determine whether their answers agree or differ from the way they have been raised by their parents.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize that the health of the family is dependent upon the contributions of each of its members.



RESOURCES & MATERIALS

TEACHER TIP

The teacher needs to use discretion with this lesson as some of the activities could be objectionable to some parents.

Worksheet: "If I Were a Parent"

NAME _____ DATE _____

If I Were a Parent

If I were a parent, how would I show my kids that I loved them?

How would I discipline my children?

What are some things that make my parents good parents?

Would I be a good parent?

Why?

If I were a parent, who would decide . . .

- whether to have a pet?
- which TV shows to watch?
- what food to eat?
- how money is spent?
- how to handle family problems?

What responsibilities would I share with my children?



LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that friends and role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Have students list 10 people they admire. Then tell them to write two words below the person's name that describe that person.

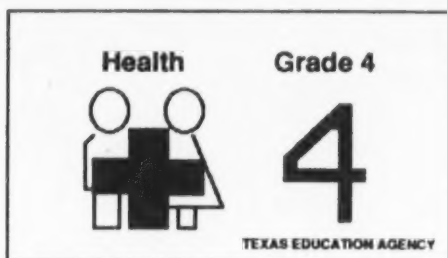
Discuss some of the reasons why people admire other people such as they:

- have a good sense of humor
- are good at sports
- sing well
- always say nice things about people
- share with others
- are considerate of others

Ask students whether they admire the people on their lists because of their wealth and possessions, for their attributes and qualities, or for their accomplishments and achievements.

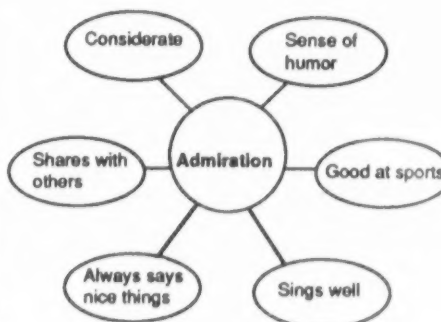
Emphasize that we must look beyond someone's wealth and possessions when choosing friends and role models. We need to look for internal qualities that cause us to admire others. Have students use the webbing strategy to identify qualities of a person (real or imaginary) whom they admire.

Following the webbing activity, have students draw a picture of the person on the worksheet, "Someone I Admire." Then have them write a paragraph describing why they admire this person.



RESOURCES & MATERIALS

Webbing activity:



Worksheet: "Someone I Admire"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

NAME _____ DATE _____

Someone I Admire

Here is a drawing of someone I admire very much.

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY



77

LESSON OBJECTIVE

- II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERIA

- Identify examples of drugs, medicines, and abused substances.
- Explain the difference between the three categories.

ACTIVITIES & STRATEGIES

Explain the importance of taking over-the-counter and prescription drugs correctly. Discuss the consequences of not following the directions on the medication, especially dosage directions.

Explain that prescriptions for medication differ depending upon age, weight, physical condition, and other factors. Emphasize the dangers of taking prescriptions that were intended for someone else.

Ask students:

- What could happen if you took someone else's medication?
- What could happen if a child took an adult's medicine?

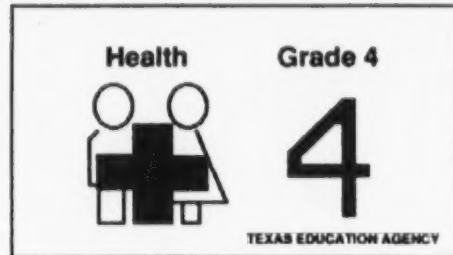
Have students complete the worksheet, "Medicine Vocabulary," and discuss the correct answers.

Go over the correct procedures for taking medicine:

- always have your parent's permission
- take medicine prescribed only for you
- take medicine to school only with your parent's approval

Have the students divide a sheet of paper into three columns and label the columns: over-the-counter medicines, prescription medicines, illegal drugs. Ask the class to name products that belong in each category. Then ask them to match the following captions with the appropriate columns:

- to be used with the doctor's approval
- to be used with parental approval
- not to be used



RESOURCES & MATERIALS

Worksheet: "Medicine Vocabulary"

"Medicine Vocabulary" Answer Key

- | | |
|--------------------------|---------------------|
| 1. side effect | 6. pharmacist |
| 2. prescription medicine | 7. drug |
| 3. expiration date | 8. over-the-counter |
| 4. medicine | 9. main effect |
| 5. prescription | 10. dosage |

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

NAME _____ DATE _____

Medicine Vocabulary

Read each sentence carefully. Choose a word or words from the list below to complete each sentence.

1. An unwanted effect caused by a medicine is a _____.
2. A _____ is a kind of drug that can only be obtained with a written order from a doctor.
3. The date after which a medicine is no longer safe to use is called the _____.
4. A drug that is used in treating a disease, in healing, or in relieving pain is called a _____.
5. A _____ is a doctor's order for medicine.
6. A person who is licensed to prepare prescription medicines is a _____.
7. Any substance other than food that causes changes in the body is a _____.
8. Medicines that are available without a doctor's prescription are called _____ medicines.
9. A _____ is a medicine's desired effect.
10. The _____ is the exact amount of medicine to be given or taken at one time.

expiration date
over-the-counter
prescription medicine

pharmacist
medicine
drug

side effect
dosage

prescription
main effect

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A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



LESSON OBJECTIVES

- II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.
- II.A-3. Recognize side effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

On the overhead transparency, "Tobacco Trouble," write commonly used warnings from tobacco packages. Discuss the reasons for such warnings, and ask students:

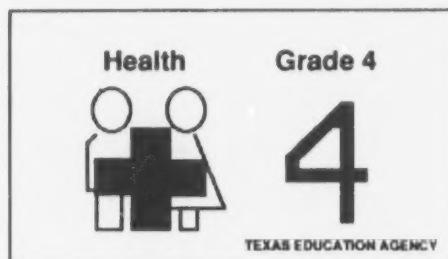
- Why do we have laws to require these warning labels on cigarette and other tobacco packages?
- Whom do these laws protect?
- Do you think people who smoke read these warnings?

Discuss the effects of sidestream smoke on nonsmokers. Explain that:

Sidestream smoke comes directly from the burning end of a cigarette. It is more harmful to passive smokers than **mainstream smoke**, which has been inhaled and exhaled by the smoker. Sidestream smoke contains twice the amount of tar and nicotine, three times the amount of benzopyrine, three times the carbon monoxide, and 70 times the ammonia of mainstream smoke.

Have the class draft a list of "Nonsmokers' Rights" consisting of rules for smokers to follow. Discuss the rights that are already mandated by law and those that may never become law because they may infringe upon the rights of smokers.

Have students complete the worksheet, "Facts in a Pack," as a review.



RESOURCES & MATERIALS

Overhead transparency: "Tobacco Trouble"

"Facts in a Pack" ANSWER KEY	
1. teeth	6. oxygen
2. lung	7. polluting
3. breath	8. tars
4. tobacco	9. restaurants
5. dangers	10. withdrawal

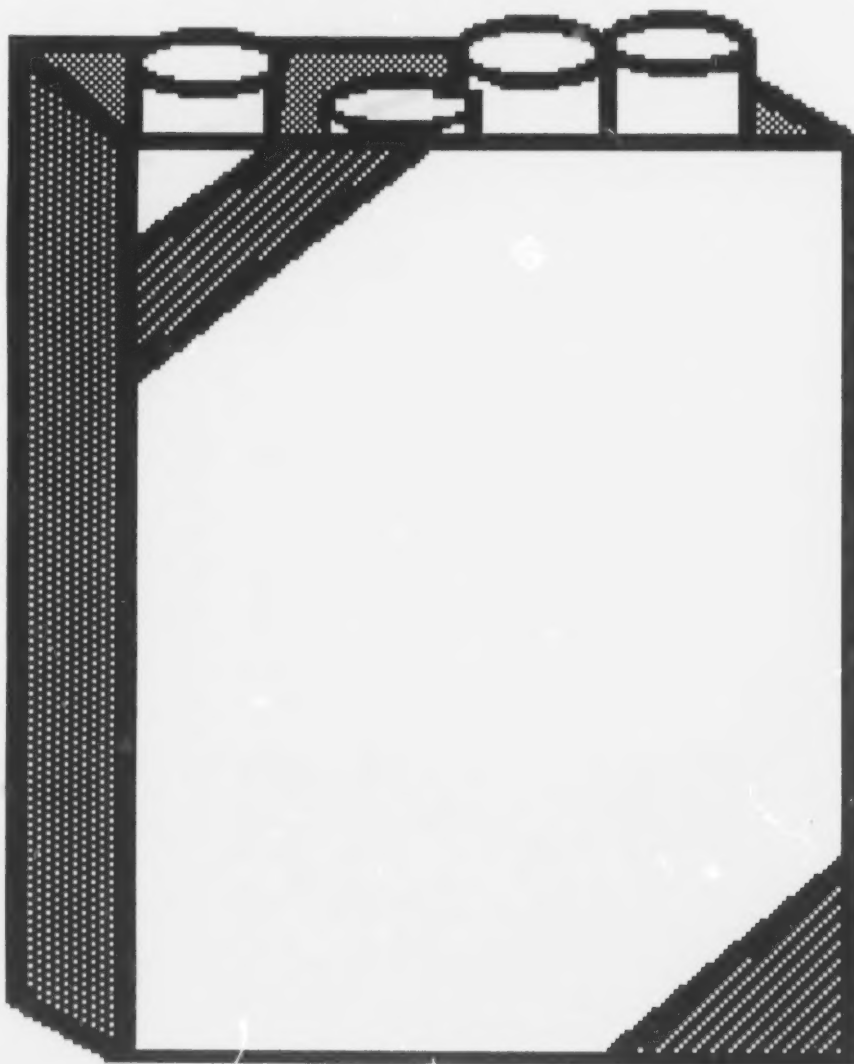
From *Substance Abuse Prevention Activities for Elementary Children* by Timothy A. Gerne, Jr., Ed.D, and Patricia J. Gerne, RN, C.A.C. Illustrated by Eileen Gerne Ciaverella, © 1986. This publication has been reprinted by permission of the publishers, Prentice-Hall, Inc., Englewood Cliffs, N.J.

Worksheet: "Facts in a Pack"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

Tobacco Trouble



**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY

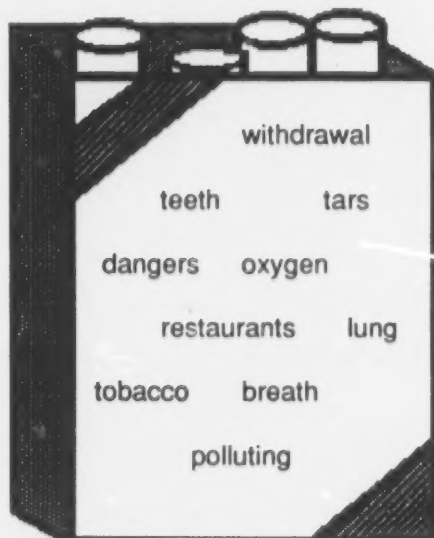


NAME _____ DATE _____

Facts in a Pack

Complete these sentences using words found on the pack of cigarettes below.

1. Cigarette smoking causes stains on people's _____.
2. Cigarette smoking can cause _____ cancer.
3. Cigarette smoking can make you short of _____.
4. Cigarettes are made of leaves of the _____ plant.
5. The U.S. Surgeon General has issued a report on the _____ of cigarette smoking.
6. The poisonous gas that takes the place of the _____ in the blood is called carbon monoxide.
7. People that smoke in public places are _____ the environment of others.
8. The brown, sticky, cancer-causing agents in cigarettes are called _____.
9. Laws were enacted to require nonsmoking sections in _____.
10. Many smokers experience _____ when they try to quit smoking.



LESSON OBJECTIVE

II A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Define the terms "carbon monoxide" and "tar." Ask students to name something that contains these poisons such as the exhaust of a car (carbon monoxide) and the asphalt on streets (tar). Explain that cigarettes contain both of these substances and that the substances are deposited in a person's body if he or she smokes.

Explain that nicotine, another chemical in cigarettes and cigarette smoke, acts as a poison in the body.

Ask students to name negative results of smoking including:

- coughing
- cancer
- smelly clothes
- stained teeth
- reduced lung efficiency
- lung disease
- possible death

Ask students to suggest reasons why people smoke even though they know the harmful consequences of doing so. Especially note the role that peer pressure plays in teenage smoking.

Using a smoking demonstration apparatus that is available through most health education supply companies, demonstrate the effect that smoke has on the lungs.

Health

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Peer pressure occurs when a person is influenced by someone approximately the same age to do something he or she would not ordinarily do.

A smoking demonstration apparatus is available from the *Health Education* supply catalog and the American Cancer Society.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs with special emphasis on illegal drugs.

LESSON OBJECTIVES

- I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

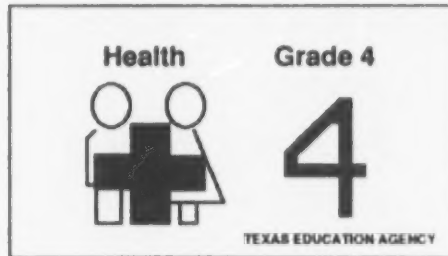
Discuss the risks associated with using tobacco, alcohol, and other drugs (for example, addiction, family problems, legal problems).

Emphasize that using drugs is not a smart risk to take because use can result in death, brain damage, jail terms, and other destructive situations.

Bring several journals, magazines, and newspapers to class. Have students look through them to find articles related to alcohol and other drug use and the consequences. Let students cut out the articles and group them according to the consequences described in the articles (jail term, hospitalization, death).

Following some class discussion, arrange students in small groups and assign each group one of the consequences of drug use. Give each group the collected articles that pertain to its assigned topic. Ask students to write a brief news article compiling the important facts in the articles they were given.

Type the articles as written on one page to resemble a newspaper page. Make copies to distribute to students.



RESOURCES & MATERIALS

Magazines and newspapers

TEACHER TIP

To get students started, quickly model the activity using a sample article.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Discuss the importance of accepting yourself as you are. Give some examples of things we can change. Give some examples of things we cannot change. Then tell the students they are going to play "The Friend Game."

Pass around a box containing pebbles, acorns, buttons, beans, or other items that are each slightly different. Have each student pick one item from the box.

Ask students to pretend that their chosen object is a person. Have them give the object a name and use the cubing technique in preparation for writing a short paper about their new "friend." The "friend's" name, age, birthplace, likes, and dislikes should be included.

Arrange students in pairs and ask them to introduce their new friends to each other. Then ask each pair of students to list on the chalkboard some ways that their "friends" are alike and ways that they are different.

Place all the students' objects in a sack. Shake the sack and empty it onto a table. Ask students to identify and claim their "friends."

Explain that even though the objects are all basically the same, each one is also unique, just as people are.

Have students write a short paper to persuade others that their particular "friend" is the best friend a person can have.

Language Arts

Grade 4



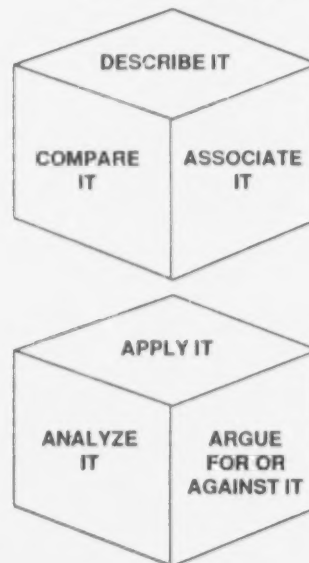
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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Shoe box or box of a similar size, pebbles, acorns, buttons, beans

CUBING TECHNIQUE



DESCRIBE it: What color, shape, size is it?

COMPARE it: What is it similar to, different from?

ASSOCIATE it: What does it make you think of?

ANALYZE it: How is it made?

APPLY it: Tell what you can do with it.

ARGUE for/against it: Take a stand!

ESSENTIAL ELEMENT

Language arts. Writing. Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to present a set of reasons intended to persuade.

LESSON OBJECTIVE

II.B-6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.

ASSESSMENT CRITERION

Describe the ways in which tobacco, alcohol, or other drugs can alter an individual's self-image and interpretation of the feelings, moods, and behaviors of others.

ACTIVITIES & STRATEGIES

Explain the meaning of the words "biography" and "autobiography." Show examples of autobiographies from the library.

Have students complete the worksheet, "All About Me," to prepare them for writing their own autobiographies. Some students may have trouble writing about themselves, and this will help them get started.

Ask students to write an autobiography that includes the following information about themselves:

- a description of their appearance (as though the reader has never seen them)
- their likes, dislikes, hobbies, activities, and things they do well
- some interesting things that have happened to them

Ask students how it feels to write about themselves in this worksheet. Explain that talking and writing about ourselves can help us see who we really are and be proud of the things that make us unique and special.

Point out that sometimes people find it hard to see the good in themselves. This is especially true when a person drinks alcohol or uses tobacco or other drugs. This happens because the drugs cause a person's real feelings to be hidden. Emphasize that using drugs is very harmful and dangerous, especially for young people. Each of us has something good that we can remember in our lives that makes us feel warm and special.

Language Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Library books

Worksheet: "All About Me"

TEACHER TIP

Use the memory writing technique to encourage writing about self. Have students:

- go back in time 24 hours, recall an incident, and record it
- go back in time one week, recall an incident, and record it
- go back a year and record an incident, concentrating on particular details
- go back as far as possible and record their first clear memory

ESSENTIAL ELEMENT

Language arts. Writing. Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to write legible cursive letters and join related sentences into paragraphs.

NAME _____ DATE _____

All About Me

My favorite memory is...

Three things that scare me
are...

The place I feel happiest is...

My favorite saying is...

People like me because...

I am very proud of...

My goal for the future is...

A funny thing I have done is...



LESSON OBJECTIVE

- I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Identify the processes necessary for effective interpersonal communication.

ACTIVITIES & STRATEGIES

Review the concept of main ideas with the class. After the review, hand out the worksheet, "Get the Idea." Allow students 10 minutes to complete and turn in the worksheet.

Afterward, discuss the main idea of the story and follow up with these questions:

- Why was Jesse worried?
- Why didn't Jesse want to be around people who used drugs?
- What did Jesse and Carlos like to do together?
- If you had a friend like Carlos, what possible solutions to the problem would you consider?

Language Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Get the Idea"

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehensive skills to gain meaning from whatever is read. The student shall be provided opportunities to identify an implied main idea.

NAME _____ DATE _____

Get the Idea

Read this story and choose the sentence listed below that best describes the main idea of the story.

Jesse did not know what to do. Carlos, Jesse's best friend, had begun to hang around with some guys who used drugs. Jesse liked Carlos. They always had a lot of fun together playing baseball and riding bikes around town. Jesse didn't want to lose Carlos as a friend, but he did not want to be around anyone who uses drugs.

Jesse did a lot of walking around and thinking about how he was feeling. Finally he made up his mind. The next time he saw Carlos, he said, "Carlos, let's go ride our bikes. I want to talk with you."

_____ Carlos was about to get into trouble.

_____ Jesse was worried about his best friend's behavior.

_____ Carlos did not want to lose Jesse as a friend.



LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence, positive and negative, that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Discuss **why** it is important to have friends and role models. Ask students to name some qualities they look for when choosing a friend such as loyalty, sense of humor, trustworthiness, similar interests, and honesty.

Then ask the students to name some things that have labels on them such as canned food, designer jeans, and medicine bottles. Lead a discussion about the purpose of labels by asking students the following:

- What do labels tell us?
- Is it okay to use an item or take a pill without reading the label unless a parent or other responsible adult gives it to you?

Ask the students to name some words that people use to "label" other people (lazy, silly, slow, sissy). Then ask:

- Are the labels given to people always true?
- Do people believe these labels?
- Would a label affect how you treat a person?
- How do you think a person feels about being labeled? How would you feel?

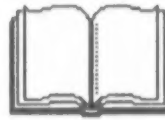
Have students complete the worksheet, "Label Boxes, Not People."

Explain that nicknames are sometimes unkind. Ask students if any of them have nicknames. If so, ask them:

- Who was the first person to call you by that nickname?
- Why do you think you were given that nickname?
- Would you like to change your nickname? What nickname would you choose?
- Would a good friend call you a name that you didn't like?

Language Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Label Boxes, Not People"

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to use a variety of words to express feelings and ideas.

Label Boxes, Not People



Unscramble the following negative words used sometimes to label people:

1. lzay _____

5. rned _____

2. mudb _____

6. recep _____

3. yracz _____

7. issy _____

4. uidtps _____

8. kgee _____

List some positive words to use to describe someone.

1.

4.

7.

2.

5.

8.

3.

6.

9.



LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure, role modeling, and imitation.

ASSESSMENT CRITERION

Define peer pressure, role modeling, and imitation.

ACTIVITIES & STRATEGIES

Discuss peer pressure. Ask students:

- What does it feel like when friends or other people your age put pressure on you to do something you don't want to do?
- What are some ways to deal with a person who pressures you to do something you don't want to do? (Examples are to change the subject, make an excuse/leave the situation, say "no, thank you," or make a joke about why you won't do it.)

Explain that sometimes other people may try to pressure students to use harmful substances such as:

- beer, wine coolers, and liquor
- cigarettes, snuff, and chewing tobacco
- marijuana
- inhalants (spray paint, correction fluid, model glue, aerosol sprays, gasoline)

These substances are very harmful and dangerous to the health of the people that use them. Emphasize that if people put pressure on students to use these substances, the students must refuse to give in to the pressure. They should tell a responsible adult such as a parent, teacher, or other adult that they trust.

Have students read the situations on the worksheet, "What Happens Next?" For each situation, ask students to predict what will probably happen next based on their knowledge of peer pressure and strategies to deal with peer pressure. If time permits, have students role-play several different versions of each situation.

Language Arts Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Resources: *Peer Pressure Reversal* by Sharon Scott.

The above book contains suggestions on refusal skills that allow a student to respond from a position of personal power.

Worksheet: "What Happens Next?"

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to predict probable future outcomes.

NAME _____ DATE _____

What Happens Next?

1. Some kids are going to a friend's house after school because the parents are not home. They are going to try cigarettes for the first time. One of the kids does not want to try cigarettes. What happens next?
2. Five kids in a neighborhood are camping out in one of the kid's backyard. Three of the kids have brought cans of beer they took from their parents' refrigerators. They try to get the other two kids to drink the beer with them. What happens next?
3. A group of kids are in an abandoned building after school. They find some spray paint and some aerosol cans, and they are sniffing the fumes from the cans. Two good friends of one of the kids follow the group into the building. The group tells the two friends that they should try sniffing, too. They talk to each other and decide they do not want to do this. What happens next?



LESSON OBJECTIVE

- I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Briefly review the process of writing a friendly letter.

Discuss points of a persuasive letter. Persuasive writing calls for the writer to take a stand on a topic and to provide reasons that would convince a specified audience to believe or act in the same way. The writer should present facts to support his or her argument and should conclude the composition with the action that he or she wants the reader to take.

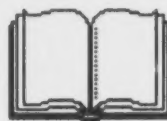
Tell the students that each of them is to write a letter to a friend trying to persuade him or her not to use drugs and to attend a specific drug-free event after school. Before writing, however, they will brainstorm some negative effects of drug use. As students list the effects, write them on the chalkboard. In addition, place some age-appropriate brochures and library books on alcohol, tobacco, and other drugs around the room for students to use when writing.

After the letters are written, divide the students into groups of four and have them read their letters to the other members of the group. Encourage students to comment on each letter after it is read.

As a homework assignment, have the students write a letter to a friend explaining why they have chosen not to use drugs.

Language Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Brochures and library books. Ask the school librarian for assistance.

Chalkboard

ESSENTIAL ELEMENTS

- *Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to use ideas and information from sources other than personal experiences for writing.*
- *Language arts. Writing. Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to join related sentences into paragraphs.*

LESSON OBJECTIVES

- III.D-1. Identify, develop, and practice effective decision-making skills.
- III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Identify ways in which individuals can improve their decision-making skills.

ACTIVITIES & STRATEGIES

Write a list of classroom problems on the board. These problems might be:

- not turning in homework
- fighting
- ridiculing other students
- taking things that belong to other students

Tell students that they will learn how to solve these problems using the following problem-solving method:

- State the particular problem.
- Discuss the positive outcomes (pros), if any, of fighting, not doing homework, or other problems and list them on the board.
- Next, list all negative outcomes (cons) of the action under discussion. Write comments on the board.

Explain that good decision making involves weighing the pros and cons of the problem or situation, then deciding which solution is more positive. With this in mind, ask students to suggest ways to deal with classroom problems. Use these suggestions as a guide to set up a class discipline plan.

Ask students to generate a list of actions and behaviors that are acceptable in school. Make a separate list of actions that are not allowed in school that the students think should be allowed. Then discuss reasons why they are not allowed in school.

Language Arts

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Faber and Mazlish, "How to Talk So Students Will Listen and Listen So Students Will Talk," *American Educator*, Summer 1987.

TEACHER TIP

This activity may require input from the school principal regarding school policy.

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to participate on committees and panels and in group problem-solving activities.

LESSON OBJECTIVE

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

Define stress and explain that stress can be caused by a variety of situations.

Ask students to name some stressful situations such as moving to a different place, the death of a friend or relative, or problems at school. List the situations on the board.

Discuss the symptoms of stress (tiredness, frequent headaches, difficulty making decisions).

Explain that some people have difficulty dealing with stress and may drink alcohol or take other drugs as a means of escaping their problems.

Discuss healthy ways to deal with stress such as talking to someone about your problems or doing something you like to do. Use the webbing strategy with the class to brainstorm other healthy ways to deal with stress such as riding bikes, shooting some baskets, or playing a game with friends.

Direct students in relaxation exercises using the Teacher Resource entitled, "Relaxation Techniques." Ask for a volunteer to demonstrate the exercises before the rest of the class participates. Conclude the activities by having students work in pairs to create a nonverbal activity that can be set to music selected by the teacher. Play the record or tape through for the students before they begin to create movements. Ask them to listen closely to acquire a feeling for the music.

Language Arts Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Stress is mental or physical tension or strain. It is the body's response to physical or mental demands or pressure. Stress weakens the body and increases the risk of disease. If you notice any students who seem to have trouble with this topic, a referral to the school counselor would be advisable.

Teacher Resource: Webbing Strategy
See Grade 4, health, p. 76.

Teacher Resource: "Relaxation
Techniques"

ESSENTIAL ELEMENTS

- *Language arts. Listening. Developing skills in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to employ active listening in a variety of situations.*
- *Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to engage in creative dramatic activities and nonverbal communication.*

TEACHER RESOURCE

Relaxation Techniques

Head Roll

Ask children to close their eyes and sit up straight in their chairs. Tell them to roll their heads gently and slowly in a complete circle first one way, then the other. This exercise relaxes the neck muscles and increases circulation.

Rag Doll

Another exercise to relax muscles and increase circulation is "rag doll." Tell students to stand up next to their desks and close their eyes. Direct them to bend forward at the waist slowly and let their arms dangle for a count of 10, then straighten up slowly.

Rest Time

Have children put their heads on their desks and close their eyes. Tell them to take very slow, deep breaths. Play some relaxing music and have the children concentrate on the soft music and the sound of their breathing.

Thinking Back

Ask children to remember something that happened to them a long time ago that made them feel happy. Have children relate all the details of the event and describe how it made them feel.

Talking About It

Discuss that talking about problems can be relaxing, especially if the problems are making you feel nervous or stressful. We can talk to parents, friends, other relatives, or a teacher if we feel that we need to share our feelings with others.



LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Review measuring with metric and customary units, especially inches and centimeters.

Point out that each student in the class is different from all the other students in many ways. People differ in size, shape, and color.

Ask students the following questions:

- What are other ways that people are different?
- What would it be like if we were all the same?
- How could we tell each other apart?

Explain that being different makes everyone special in his or her own way.

Have students get into pairs and complete the worksheet, "I'm a Special Kid."

Students can use a piece of string to measure the lengths asked for, then place the string on the ruler and record the measurement.

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "I'm a Special Kid"

String, ruler (standard and metric)

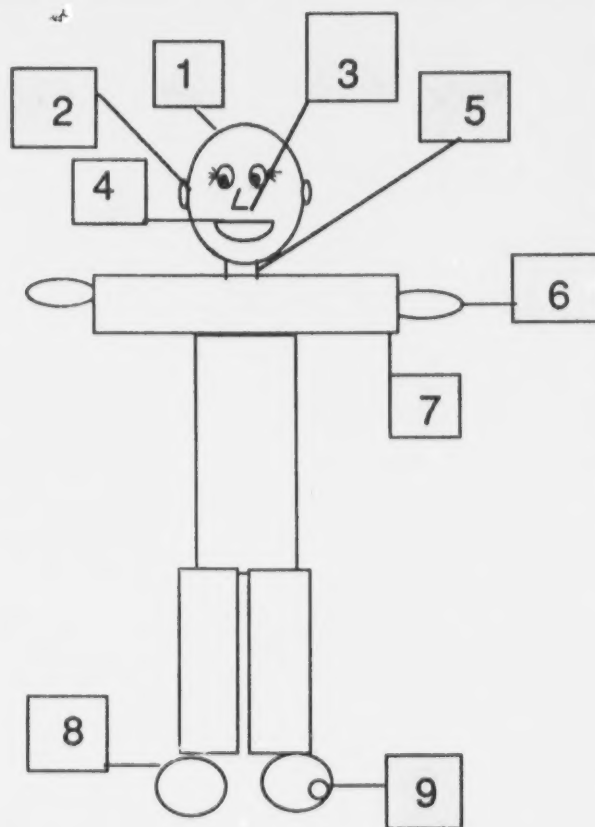
ESSENTIAL ELEMENT

Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to measure (using measuring instruments) and solve problems using metric and customary unit measures. (no conversion).

NAME _____ DATE _____

I'm a Special Kid

With your partner's help,
measure these
lengths on *YOU*.
You are a really
SPECIAL KID, too!



1. Measure around your head in inches. _____
2. Measure from ear to ear in inches. _____
3. Measure the length of your nose in centimeters. _____
4. Measure your smile in centimeters. _____
5. Measure around your neck in inches. _____
6. Measure from fingertip to fingertip (arms outspread) in inches. _____
7. Measure around your wrist in inches. _____
8. Measure the length of your foot in centimeters. _____
9. Measure the length of your big toe in centimeters. _____

**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



LESSON OBJECTIVES

- III.A-3. Identify personal beliefs, values, and feelings.
- III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Review the operations of addition, subtraction, multiplication, and division. Tell students that they will use these operations to find a hidden message concerning responsibility on the worksheet that you will distribute.

Define the word responsibility and have students write the word and the definition on a piece of paper.

Discuss the importance of showing responsibility. Ask students the following questions:

- What are some things we do that are responsible?
- How do you become more responsible as you become older?
- Do adults have more responsibilities than children?

Have students list on paper some things they do that show responsibility. Title the page, "I Am Responsible."

Have students complete the worksheet, "Responsibility."

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Responsibility"

"Responsibility" ANSWER KEY

We all need to belong, but I
am responsible for what I do.

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The students shall be provided opportunities to add and subtract whole numbers, multiply whole numbers, and divide whole numbers.

NAME _____ DATE _____

Responsibility

Solve these addition, subtraction, multiplication, and division problems, and use the correct answers to find the hidden message.

T: $35-17$ U: 4×6 F: $20 \div 10$

W: $9+5$ R: $38+52$ P: 7×5

S: $18 \div 2$ O: $3+7$ N: $40 \div 8$

M: $25-9$ L: 6×5 A: 7×3

D: 4×9 I: 100×0 H: 6×8

G: $95-49$ E: $8+9$ B: 9×6

$\overline{14}$ $\overline{17}$ $\overline{21}$ $\overline{30}$ $\overline{30}$ $\overline{5}$ $\overline{17}$ $\overline{17}$ $\overline{36}$ $\overline{18}$ $\overline{10}$

$\overline{54}$ $\overline{17}$ $\overline{30}$ $\overline{10}$ $\overline{5}$ $\overline{46}$ $\overline{54}$ $\overline{24}$ $\overline{18}$ $\overline{0}$ $\overline{21}$ $\overline{16}$

$\overline{90}$ $\overline{17}$ $\overline{9}$ $\overline{35}$ $\overline{10}$ $\overline{5}$ $\overline{9}$ $\overline{0}$ $\overline{54}$ $\overline{30}$ $\overline{17}$ $\overline{2}$ $\overline{10}$ $\overline{90}$ $\overline{14}$ $\overline{48}$ $\overline{21}$ $\overline{18}$

$\overline{0}$ $\overline{36}$ $\overline{10}$

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY



LESSON OBJECTIVES

- III.B-2. Demonstrate assertiveness and refusal skills.
- III.B-3. Distinguish between what individuals can and cannot control.

ASSESSMENT CRITERION

Define refusal skills.

ACTIVITIES & STRATEGIES

Review ordering numbers.

Hand out the worksheet, "Things to Remember." Remind students to pay attention to the instructions regarding whether the numbers should be ordered from least to greatest or greatest to least.

After students complete the worksheet, have them exchange papers and grade them.

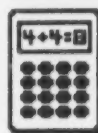
Discuss the message by asking students the following questions:

- What is a healthy way to deal with anger?
- What are things about you that make you unique?
- What are some healthy choices you can make that show your sense of responsibility?
- What are some acceptable ways to say "no" and to keep yourself healthy?

As each of the above questions is discussed, have a student list the suggested answers on the board.

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Things to Remember"

"Things to Remember" Answer Key

1. Feeling angry is okay but hitting someone because of anger is wrong.
2. I can choose. I am responsible for what I do.
3. I am unique. There is no one else like me.
4. We all need to belong, but I can say "no" in order to keep me healthy.

ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer and nonnegative rational) and the place value system. The student shall be provided opportunities to compare and order.

NAME _____ DATE _____

Things to Remember

Order these numbers to find the hidden messages. Follow the directions to determine if the numbers are to be ordered from least to greatest or from greatest to least. Add periods where they are needed.

1. Least to Greatest

wrong—170 is—163

hitting—60 Feeling—15

angry—28 because—89

okay—47

but—52

the—102

is—34

anger—150

of—90

someone—75

2. Least to Greatest

I—450 what—340

I—0 do—538

I—100

choose—89

am—142

can—40

responsible—158

for—201

3. Greatest to Least

am—901 is—704

I—1008 like—500

else—580

unique—888

one—606

me—490

no—660

There—808

4. Least to Greatest

to—241 all—201

healthy—1010 keep—910

say—600 I—501

in—840 We—200

can—580

but—400

belong—276

need—220

order—900

me—1001

to—901

"no"—701



LESSON OBJECTIVE

- I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participants.

ACTIVITIES & STRATEGIES

Review ordering and rounding numbers.

Discuss some healthy and safe things we can do with our friends such as the following:

- play games and sports
- go to the shopping center or mall
- go on a walk or a hike
- listen to records or watch television

Discuss what to do if a friend suggests doing something unsafe or unhealthy such as smoking, exploring a dangerous old house, or sneaking a beer from the refrigerator.

Hand out the worksheet, "Friends Helping Friends." After students decipher the hidden messages, discuss each message.

Have students list on the board some ways that friends can encourage friends not to use drugs.

Worksheet: "Friends Helping Friends"

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

"Friends Helping Friends" ANSWER KEY

1. Friends can help friends say no to drugs.
2. Helping friends stay away from drugs, alcohol, and tobacco is healthy for you and your friends.
3. Help a friend say no to drugs and say yes to a healthy life.

ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to compare and order.

NAME _____ DATE _____

Friends Helping Friends

Order these numbers from least to greatest to find the hidden messages.

say 4.2	drugs 6.0	to 5.6	can 3.9	help 4.0
	no 5.06	friends 4.01	Friends 3.2	

and 100.099	no 99.1	healthy 109.9	for 110	stay 10.0	from 99.3
	friends 9.1	you 111.01	99.2 away	and 1001.9	drugs 99.9
is 101.1	alcohol 100.001	Helping 1.1	your 1002	tobacco100.1	friends 1010

yes 3130	friend 30.9	say 31.1	drugs 320	Help 22.8
	say 330	to 31,000	a 22.9	no 311.9
to 319.8	and 329	a 31,100	life 32,023	healthy 32,022



LESSON OBJECTIVE

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain that graphs are used to display statistical information.

Draw a sample bar graph on the board showing simple statistics relating to the class such as the number of boys and girls and the number of students with brown hair, blond hair, red hair, and black hair. Demonstrate how to read bar graphs and charts.

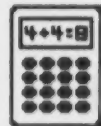
Hand out the worksheet, "Facts About Drinking." Have students complete the worksheet and exchange papers to grade.

Open a class discussion by asking these questions:

- Why do you think the 25-34 age group has the highest percentage of fatal accidents?
- Why do you think the 65 and older age group has the lowest percentage of fatal accidents?
- What could people do to make these numbers smaller?
- How would this graph change if the numbers for each group were raised or lowered?

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Facts About Drinking"

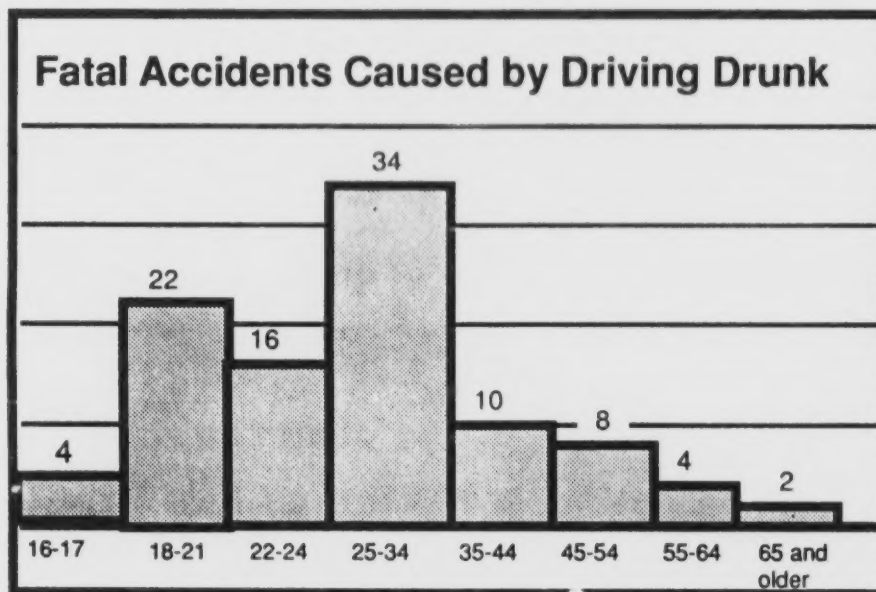
ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use charts and graphs.

NAME _____ DATE _____

Facts About Drinking

Study the graph below and answer the questions.



1. What percent of fatal accidents are caused by drunk drivers between the ages of:

16-17 _____ 25-34 _____ 18-21 _____ 22-24 _____
 35-44 _____ 45-54 _____ 55-64 _____ 65 and older _____

2. Which age group has the highest percentage of fatal accidents? _____

Which group has the lowest percentage of fatal accidents? _____

3. Why do you think these age groups have the highest and lowest percentages?

4. Which two groups have the same percentage of fatal accidents?



LESSON OBJECTIVES

- II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.
- II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Describe federal, state, and local laws governing use, possession, and sale of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review and practice rounding numbers. Use this system for rounding:

- .0 to .49 — round down
- .5 to .9 — round up

Have students complete the worksheet, "Up or Down?"

Have students exchange papers for grading and correcting. Discuss the two messages.

Have students list rules concerning alcohol, tobacco, and other drugs. Include safety rules and laws about medicine and poisons. Ask students:

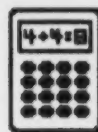
- Why do we have these rules?
- What would happen if we did not have rules and laws?

Hand out the worksheet, "Learning About Drugs," for students to complete.

Students should solve the equations at the beginning of each sentence. The numeric answers at the top of the page correspond to the answers to the equations. Properly matching these gives the correct answers to the definitions.

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Up or Down?"

"Up or Down?" ANSWER KEY

1. We have rules and laws to help keep us safe.
2. Using tobacco, alcohol, and other drugs is illegal and very harmful.

Worksheet: "Learning About Drugs and Medicines"

"Learning About Drugs and Medicines" ANSWER KEY

- | | |
|---------------------|----------------|
| 1. Hallucinogens | 5. Inhalants |
| 2. Prescription | 6. Narcotics |
| 3. Over-the-counter | 7. Stimulants |
| 4. Drug | 8. Depressants |

ESSENTIAL ELEMENTS

- **Mathematics.** Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to round numbers.
- **Mathematics.** The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers and decimals, multiply whole numbers, and divide whole numbers.

NAME _____ DATE _____

Up or Down?

Round each number up or down according to directions. If the number is rounded up to the next high number, place it in the "Up" column; if rounded down, place it in the "Down" column. Then write the word that matches it to make two smart messages about staying healthy.

UP		DOWN	
34	We		
		70	harmful

1. using: 32.4
2. have: 109.8
3. rules: 111.6
4. tobacco: 31.1
5. alcohol: 17.2
6. and: 47.7
7. laws: 118.5

8. and: 61.4
9. drugs: 45.4
10. to: 21.9
11. help: 13.6
12. is: 16.1
13. illegal: 81.1
14. keep: 35.5

15. and: 72.2
16. us: 30.7
17. safe: 22.6
18. very: 99.3
19. other: 53.4

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TEXAS EDUCATION AGENCY

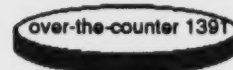
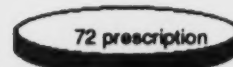
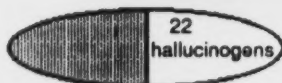
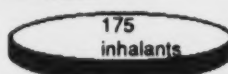


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NAME _____ DATE _____

Learning About Drugs and Medicines

Solve the multiplication and division problems, and use the correct answers to complete the definitions.



1. _____ ($88 \div 4$) Drugs that cause a person to see, hear, feel, taste, or smell things differently from the way they are.
2. _____ ($150 - 78$) A written order from a doctor for buying and using medicine.
3. _____ ($428 \div 963$) Medicines that can be purchased without a doctor's prescription.
4. _____ ($450 \div 6$) Any substance that changes the way the body and mind function.
5. _____ (25×7) Substances that give off fumes that produce a drug-like effect when breathed.
6. _____ (89×7) Habit-forming drugs that cause drowsiness or sleepiness and dull the senses.
7. _____ ($175 - 88$) Drugs that temporarily increase body activity.
8. _____ (15×8) Drugs that slow down body activity and relax muscles.



LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Using the worksheet, "Media Awareness," have students collect data on the frequency of the media's presentation of drug use. Have them begin by looking through a magazine and counting the advertisements for tobacco, alcohol, and other drugs. Continue the activity as homework by instructing students to monitor television advertisements and billboards.

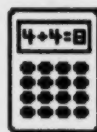
Using the information collected by all students, arrive at a class tally for each substance counted. (Be sure the students understand the word "tally.") Construct a graph depicting the data gathered.

Have students interpret the data by asking them the following questions:

- Which substance gets the most attention?
- Which substance gets the least attention?
- Did you see any cigarette advertisements on television? (No.) Why or why not? (It is illegal to advertise cigarettes on television.)
- Do you think that advertisements cause people to buy more of these products?

Mathematics

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Media Awareness"

Magazines

TEACHER TIP

A note sent home to parents about this lesson would be appropriate. Urge parents to discuss the assignment with their children.

ESSENTIAL ELEMENT

Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to collect data and use it to construct graphs.

NAME _____ DATE _____

Media Awareness: Part 1—Collecting the Data

Make a tally of the number of times you see the following advertisements:

DRUG	TELEVISION Watch from 5-6 p.m.	BILLBOARDS Notice when riding in the car	MAGAZINES Look through one	TOTAL
OVER-THE-COUNTER MEDICINES				
TOBACCO Cigarettes Snuff Chewing tobacco				
ALCOHOL Beer Liquor Wine coolers Wine				

CLASS TOTALS

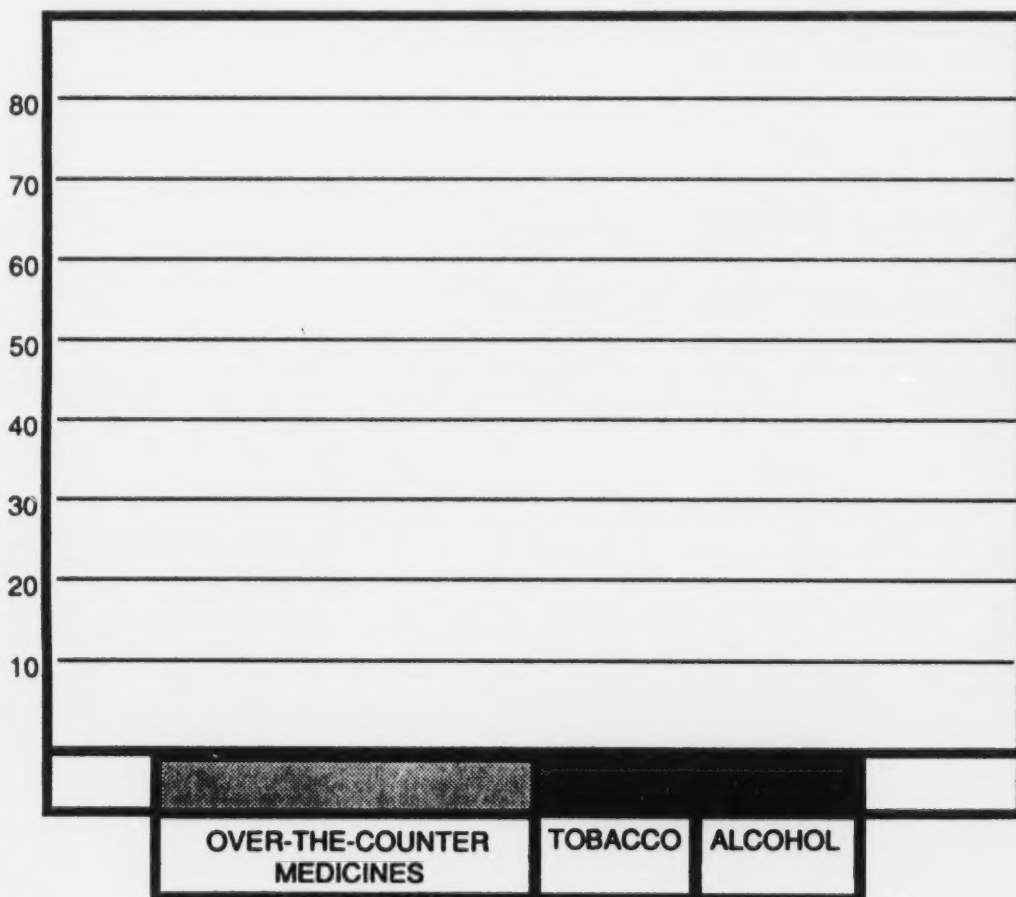
OVER-THE-COUNTER MEDICINES	TOBACCO	ALCOHOL	TOTAL



NAME _____ DATE _____

Media Awareness: Part 2—Constructing a Bar Graph

Using the data that you collected in Part 1, construct a bar graph to show the CLASS TOTALS for the advertisements. The graph may be done in color.



LESSON OBJECTIVE

III.B-3. Distinguish between what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Identify the aspects of life that are within and those that are beyond an individual's control.

ACTIVITIES & STRATEGIES

Discuss processes in nature over which humans have no control such as rain, mountain building, tornadoes, and floods.

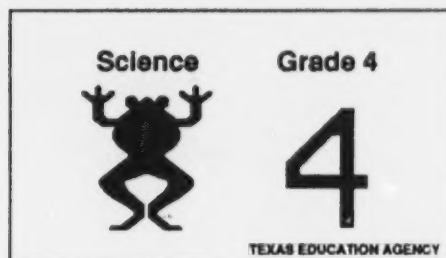
Distribute the "Control/No Control" worksheet and ask students to name some personal traits that they have no control over such as:

- natural hair color
- size of bones
- type of complexion
- color of eyes

Have students write their responses in the "I Have No Control..." column on the worksheet.

Then tell them to complete the chart by writing things they do have control over such as:

- regular exercise
- good nutrition
- use of tobacco, alcohol, or other drugs
- hobbies and activities that are relaxing
- time to study



RESOURCES & MATERIALS

Worksheet: "Control/No Control"

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify organisms, actions, or events according to similarities and differences.

NAME _____ DATE _____

Control/No Control

I have control over...

I have no control over...

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TEXAS EDUCATION AGENCY



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LESSON OBJECTIVE

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain that nicotine and carbon monoxide in cigarette smoke elevate blood pressure and increase heart rate and pulse rate. As a result, the heart has to work harder.

To help students understand what an elevated heart rate or pulse is, conduct the following demonstration:

- Ask the children to sit quietly in their seats and relax for one minute.
- Assist the children in locating their pulses at the carotid artery under the jaw, at the middle of either side of the neck. Instruct them to use a light touch, with fingers, not thumb, so as not to cause discomfort or interfere with the blood flow.
- Have students count the beats for one minute using a clock or watch with a second hand. Have them record the number of beats.
- Instruct students to jump "in place" for one minute and then retake their pulses. After they record the number of beats, ask if the number of beats increased after the exercise.
- Also, ask whether students are now aware of their hearts beating in their chests. Were they aware of it before the exercise? (Usually the answer is "no.")
- Ask what it would be like to have your heart work at that increased speed all the time. Why? Would it interfere with participation in athletic activities? Why? Do many athletes smoke? Why not?

Using materials from the American Heart Association, the American Lung Association, and the American Cancer Society, discuss the results of long-term use of tobacco products, including cigarettes, cigars, chewing tobacco, and snuff.

Conclude the lesson by having students write about why they should not smoke.

ESSENTIAL ELEMENT

Science. The use of skills in acquiring data through the senses. The student shall be provided opportunities to observe phenomena and apply knowledge of facts and concepts.

Science

Grade 4



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Possible sources of materials include the American Heart Association, the American Lung Association, and the American Cancer Society. These organizations may be contacted locally for pamphlets and information or at the addresses below:

American Heart Association
7320 Greenville Ave.
Dallas, TX 75231

American Lung Association
1740 Broadway
New York, NY 10019

American Cancer Society
90 Park Ave.
New York, NY 10016

LESSON OBJECTIVE

I.A-5. Illustrate the effects of drug use on personal judgment and decision making.

ASSESSMENT CRITERION

Identify the processes necessary for effective decision making.

ACTIVITIES & STRATEGIES

Discuss the use of balance scales and the kind of information they provide.

Have several volunteers list on the board 10 activities that might occur during a normal day. For example, a student might list school, family outing, time with friends, hobbies, spiritual activities, chores, exercise, and sleep as usual activities.

Using a 5 g weight to represent the 10 activities and a 50 g weight to represent the student's entire lifetime, demonstrate how their activities and their lives balance on the scale.

Introduce a "drugs" weight and place it on the "activities" side. Discuss how the "drugs" weight throws the students' lives out of balance. Use different size weights to illustrate visually the levels of drug use and how each level throws a person's life out of balance. For example, you might use the following:

- | | |
|-------------------|------|
| • experimentation | 10 g |
| • occasional use | 20 g |
| • frequent use | 35 g |
| • dependence | 50 g |

Have students remove certain weights from the activities side as the drug-use weights are added.

Then reverse the procedure to demonstrate to students that nonuse of drugs keeps their lives in balance.

Science

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Weights, scales

ESSENTIAL ELEMENT

Science. Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to compare objects according to motion, volume, mass, and speed.

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Compare the steps in the scientific method to the steps in making a decision based on pressure field analysis.

Scientific Method

Define the problem.
Collect information.
Form a hypothesis.

Evaluate the choices.

Determine the answer.

Pressure Field Analysis

Write your problem.
Write your goal.
Identify pressures helping you to move toward your goal.
Identify pressures preventing you from reaching your goal.
Determine what to do to reach your goal.

Go over a sample problem using the pressure field analysis method. For example, ask students to pretend a friend has asked to copy their homework. Go over each step in the pressure field analysis method to demonstrate that method of making decisions and solving problems.

Ask students to suggest some problems that could be solved by this decision-making process.

Pass out the worksheet, "Pressure Field Analysis," and instruct students to use the pressure field analysis method to solve a real problem they are experiencing.

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe information obtained from charts, graphs, and histograms.

Science

Grade 4



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Pressure field analysis is a thorough examination of the positive and negative pressures influencing decisions.

The scientific method is a method of research in which a hypothesis, formulated after the systematic and objective collection of data, is tested empirically.

Worksheet: "Pressure Field Analysis"

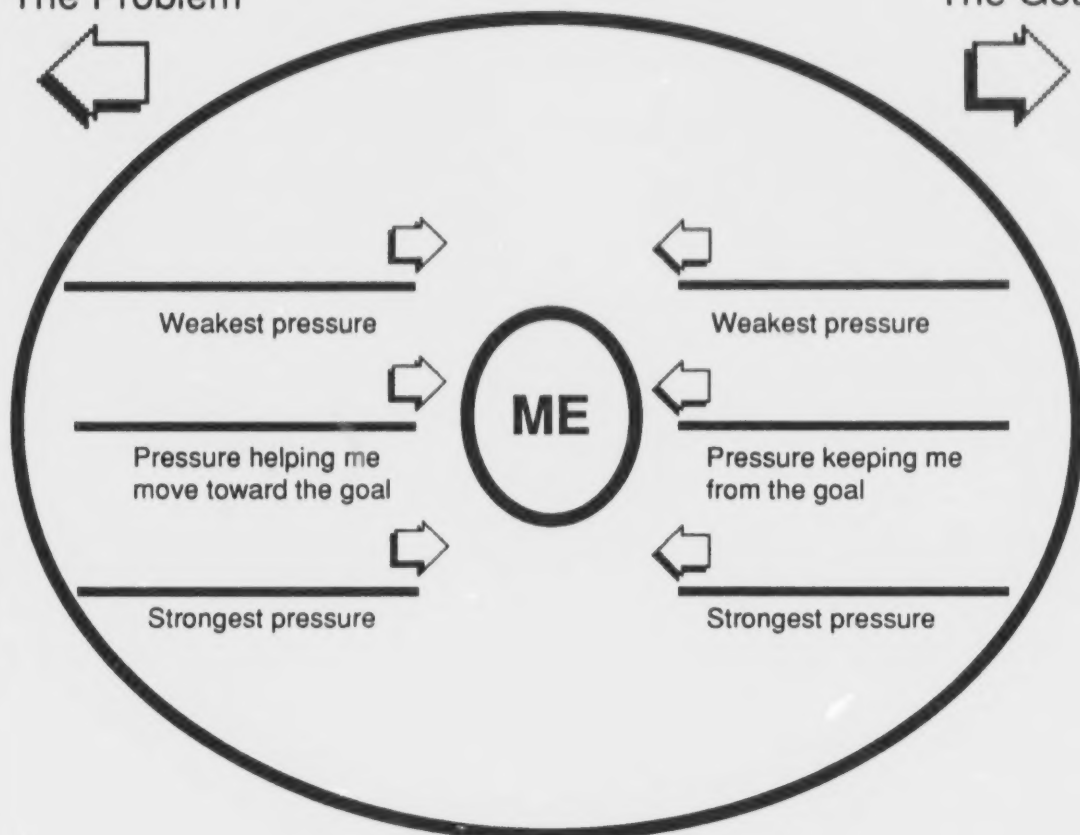
NAME _____ DATE _____

Pressure Field Analysis

The Problem



The Goal



1. Write your problem: _____
2. Write your goal: _____
3. On the left side of the pressure field write three pressures helping you to move toward your goal.
4. On the right side of the pressure field write three pressures making it hard for you to reach your goal.
5. Now write what you will do to solve your problem and reach your goal.



LESSON OBJECTIVE

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological effects of tobacco, alcohol, and other drugs.

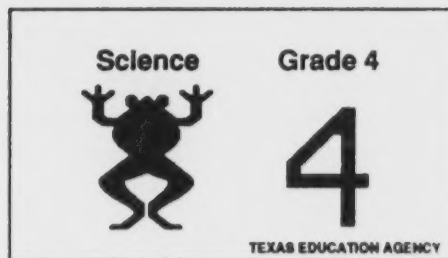
ACTIVITIES & STRATEGIES

Set up the following smoking demonstration:

- Rinse out a plastic container. Make an opening in the cap of the container wide enough to fit the cigarette-size tubing into the cap.
- Place the tubing in the opening and seal it tight with cement or clay.
- Put the loosely-packed cotton into the tube.
- Put the cigarette into the open end of the tube.
- Press firmly on the container to force the air out before lighting the cigarette. Light the cigarette and then proceed with a slow and regular pumping action on the container.
- Remove the cotton from the tube and show the accumulation of tar on it.
- Pass the container around so that the students can smell it. Point out that smoke continues to be expelled from the container for a period of time.

Using the handout, "The Lungs," define terms relating to the respiratory system. Brainstorm the harmful effects of cigarette smoking on a person. Ask students to draw the lungs and label the parts.

Display the overhead transparency, "Effects of Cigarette Smoking," and emphasize the effects of smoking on other parts of the body.



RESOURCES & MATERIALS

Empty transparent plastic container with a cap, ball point pen barrel or cigarette-size tubing, cotton, tweezers, cigarettes, matches

TEACHER TIP

Get permission from your building administrator prior to any experiment that involves using a lighted cigarette in the school building.

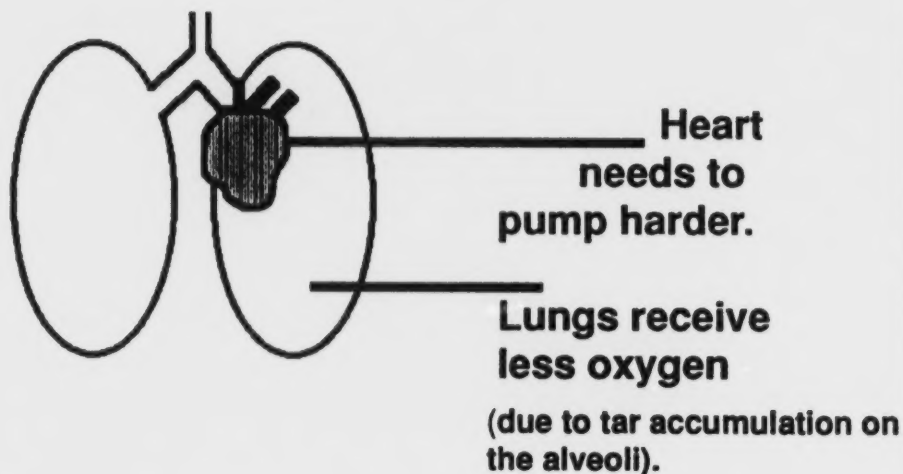
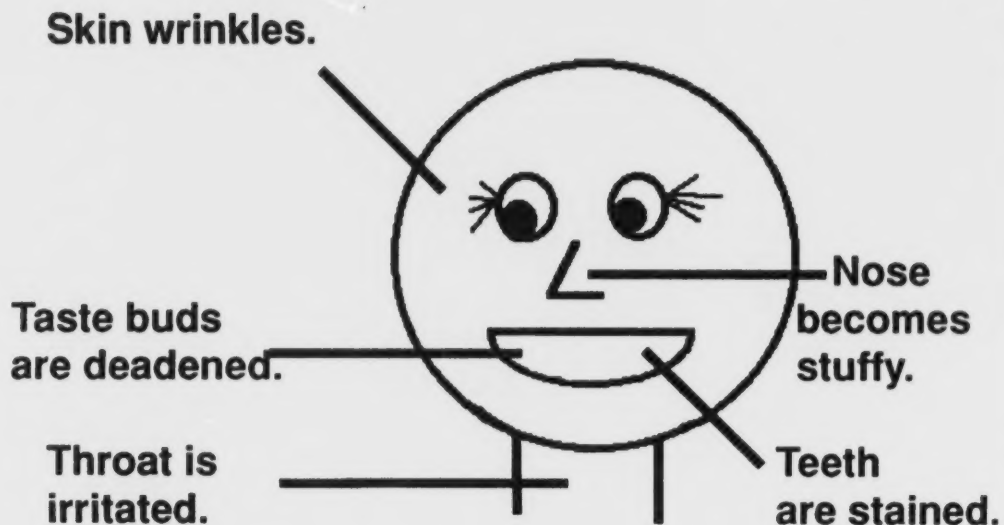
Handout: "The Lungs"

Overhead: "Effects of Cigarette Smoking"

ESSENTIAL ELEMENT

Science. The use of skills in acquiring data through the senses. The student shall be provided opportunities to observe phenomena and apply knowledge of facts and concepts.

Effects of Cigarette Smoking



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TEXAS EDUCATION AGENCY



NAME _____ DATE _____

The Lungs

Definitions of Terms

respiratory system—breathing system | **bronchiole**—smaller air tube

bronchus (bronchi)—large air tube

alveolus (alveoli)—air sac, tiny air cells at the end of each bronchiole

cilia—hair-like bristles in the air passages that help keep lungs clean

carbon monoxide—poisonous gas in cigarette smoke

nicotine—the drug in tobacco that causes addiction

tar—the ingredient that stains teeth and damages lungs and throat

smoke—chemical by-product of burning tobacco that causes harm to smokers and those around them. Smoke is thought to be the most dangerous part of the cigarette or cigar when it is breathed into the body.

cilia

bronchiole

alveoli



LESSON OBJECTIVE

II.B-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the physical, social, and financial effects of using tobacco such as decreased ability to breathe, stained teeth and fingers, bad breath, and expenditures for tobacco.

Set up a classroom investigation to observe the effects of tobacco smoke on plants.

- Have students place one plant (the experimental plant) in an aquarium with a removable airtight lid.
- Place the other plant (the control plant) next to the aquarium to allow equal sunlight for both plants.
- During class time, leave a cigarette smoldering inside the aquarium next to the experimental plant for 20 minutes. Be sure to keep the aquarium lid on while the cigarette is smoldering.
- After 20 minutes, remove the lid from the aquarium and treat the experimental plant the same as the control plant.

Continue the experiment for one week. Each day, have students record the growth and coloring of both plants on the worksheet, "Smoke and Plant Life."

At the conclusion of the experiment, have students examine the collected data to determine the effects of sidestream smoke on the experimental plant.

Based on what they learn from the experiment, have students predict the effects of sidestream smoke on people.

Discuss the effects of sidestream smoke on people who are around smokers: eye, nose, and throat irritation; smelly clothes and hair; possible development of tar deposits in the lungs.

Science

Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Clear this experiment with the school principal because it requires the use of a lighted cigarette.

Two small plants, aquarium with a removable airtight lid, cigarettes, matches, rulers, blank chart for data

Worksheet: "Smoke and Plant Life"

TEACHER TIP

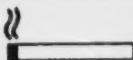
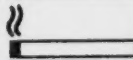
Explain that sidestream smoke is the smoke from the burning end of a cigarette.

ESSENTIAL ELEMENT

Science. Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to measure the growth of plants and animals.

NAME _____ DATE _____

Smoke and Plant Life

 	Control Plant		Experimental Plant	
	Growth	Color	Growth	Color
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Begin by asking the class to name healthy, drug-free activities such as participating in sports, listening to music, working at jobs, or doing volunteer work.

Have a relay between two teams. Ask each team to list on the board as many healthy alternatives to drug use as possible within a given time limit.

Follow by having the students conduct a prearranged survey of other classes to determine their favorite things to do. Then have the class create a pictograph to illustrate the information gathered by the survey. The pictograph can be passed around the room to allow students to initial the activity they enjoy the most.

Divide the class into groups of three or four students each. Tell each group to create a collage illustrating people enjoying a variety of healthy, drug-free activities.

Display the collages on bulletin boards or on walls in the classroom.

Science



Grade 4

4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Define pictograph for the class. A pictograph is a diagram or graph using pictured objects to convey ideas or information. For example, a picture of a bike might represent cycling, a book could represent reading, a ball for sports, and so on. Ten bikes on the pictograph might stand for 10 people who enjoy cycling. Encourage creativity when students are deciding on symbols to represent each activity named on the survey.

Magazines, scissors, glue, colors, markers, paper, chalkboard, butcher paper or poster board

ESSENTIAL ELEMENTS

- *Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe information obtained from charts, graphs, and histograms.*
- *Science. Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to collect information by measuring objects and recording data on graphs.*

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Explain that America is made up of families who originally came from many different countries.

Ask the students to name some of the countries around the world from which people came to this country. Point out that because of immigration, American culture reflects many diverse cultures. List these cultures on the board.

Hand out the worksheet, "Family Traditions." After the students have collected the information, discuss each question and ask students to share what they discovered about their own families.

Emphasize the positive aspects of diversity. Explain how we learn from each other and how we should appreciate differences between our own traditions and those of other cultures. Ask students to name some foods, customs, and music introduced into America by other cultures.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Family Traditions"

TEACHER TIP

Use the analogy of the American salad bowl to explain that the different cultures maintain their identities although they become a part of the overall American culture.

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups.

NAME _____ DATE _____

Family Traditions

Ask your parents, grandparents, aunts, uncles, or other members of your household the following questions to collect as much information about your family's traditions as you can.

1. In what countries did the members of our family originate?
2. What are some of the holidays our family celebrates?
3. What are some of the things we do to celebrate these holidays?
4. Do we sing any special songs to celebrate these holidays? What are the names of these songs?
5. Do we eat any different kinds of foods on these holidays? Describe a favorite ethnic dish.
6. Why is it important that families have traditions and do things together?

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TEXAS EDUCATION AGENCY



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LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Using the overhead transparency, "My Pyramid of Needs," discuss the things such as food, water, shelter, and love that every person needs to survive. Explain that needs are those things that you cannot live without.

Ask students to list the types of food, shelter, and relationships that native Americans had. How were the needs of the Pilgrims different from those of the native Americans?

Ask students to list some of their own needs. These needs may include:

- healthy food every day
- six to eight glasses of water a day
- a parent or adult who loves you
- a blanket to keep warm
- friends

Have the students compare their needs to those of the Pilgrims and the native Americans. Ask students whether they could survive even if some of their needs were not met.

Remind students that people need not only food, water, and shelter but also a sense of belonging and a love for oneself. Ask students to identify attributes or skills of which they are proud. Explain that when people feel in control of their lives, they have good feelings about themselves and move up the pyramid shown on the transparency. When these feelings are not present, people can't climb up their personal pyramid but instead stay in the same place until they get help to deal with their feelings. Parents, teachers, counselors, and other responsible adults can provide help for those who have negative self-concepts. Discuss what can happen to people who do not feel a sense of belonging or who feel negative toward themselves.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Overhead transparency: "My Pyramid of Needs"

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to accept the responsibilities of membership in various groups, support individuals' rights to have differing opinions, and explain how groups influence individual behavior.

My Pyramid of Needs



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TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

III.D-5. Define self-responsibility.

ASSESSMENT CRITERION

Identify the aspects of psychological, physical, behavioral, and financial behavior, habits, or existence for which the individual should be solely responsible.

ACTIVITIES & STRATEGIES

Discuss the meaning of self-responsibility.

Explain that it means to take responsibility for your attitudes and actions whether they are good or bad. A responsible person admits mistakes as well as successes, and a responsible person lives up to a set of personal standards, regardless of what other people think and do.

Present students with the following situation: A store owner was not in the front of the store when a boy entered. The boy wanted a popsicle and some gum, but he had only enough money for one thing. Ask students:

- What are some things the boy could do?
- What would happen if the boy did those things?
- What should the boy finally decide to do? Why?

Tell students that we all have to make decisions every day. Some decisions are easy to make and others may be difficult.

Discuss the "Steps to Good Decision Making." Apply these steps to the sample problem.

Have students complete the worksheet, "Consequences."

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Teacher Resource: "Steps to Good Decision Making"

Worksheet: "Consequences"

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The students shall be provided opportunities to support individuals' rights to have differing opinions.

Steps to Good Decision Making

1. Define the problem.

- What is the problem?
- What decision or decisions do I need to make?

2. Get information.

- What facts do I already know about the problem?
- What information do I need to get?

3. Examine the alternatives.

- What are my choices for action?

4. Predict the consequences.

- What will be the results of each of my actions?
- What are the advantages and disadvantages of each choice?

5. Identify the influences on this decision.

- What and who is influencing my decision?
- Which are positive influences?
- Which are negative influences?

6. Make the decision.

- Think of all the information collected.
- Weigh the pros and cons of each solution and make the decision.

7. Evaluate the decision.

- Was this decision a good one?
- Would I make this decision again?
- Why?



NAME _____ DATE _____

Consequences

Read the following situations and answer the questions.

You have just arrived home from school and you have a headache. You need to feel better because you have a lot of homework to do. In the medicine cabinet in the bathroom are headache pills and other medicines, but your mother does not let you take medicine unless she gives it to you.

What are some things you could do in this situation?

- 1.
- 2.
- 3.

What would be the consequences of each of these actions?

- 1.
- 2.
- 3.

What would your final decision be?

You are spending the night at your friend's house. It is late at night, and the two of you go to the kitchen for a snack. You see an open pack of cigarettes on the table. The cigarettes belong to your friend's parent. Your friend says that his parent will never miss them if you each smoke one. Your father and you have talked about smoking. He does not want you to smoke, and you promised him you would not smoke.

What are some things you could do in this situation?

- 1.
- 2.
- 3.

What would be the consequences of each of these actions?

- 1.
- 2.
- 3.

What would your final decision be?



LESSON OBJECTIVES

- I.C-2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.
- I.B-4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside a family.

ASSESSMENT CRITERION

Describe emotional, psychological, and physical consequences suffered by an individual who is related to or involved with a user of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Display the overhead transparency, "Thomas Jefferson," and explain that webbing is a method of taking a subject and branching off from it to relevant subtopics and then branching off from the subtopics to even more topics, if possible.

"Webbing" methods related to people in history can be used to encourage students to accomplish goals. For example, if Thomas Jefferson is the historical figure under discussion, the webbing method could lead to a discussion of all the roles that Jefferson played such as writer, president, founder of the University of Virginia, plantation owner, inventor, architect, and statesman. The discussion could then be focused even further by emphasizing Jefferson's accomplishments in each of the roles.

Compile a list of important men and women in history during a certain period of time. Have each student select one name and use the blank webbing model to "web" that person's life. Then have them use the completed model to do the worksheet, "My Friend from the Past."

After completion of the worksheet, ask the class to consider the importance of having leaders who are not drug users. The discussion may be extended to include the importance of drug-free workers in the workplace.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Overhead transparency: "Thomas Jefferson"

Worksheet: "Webbing Model"

Worksheet: "My Friend from the Past"

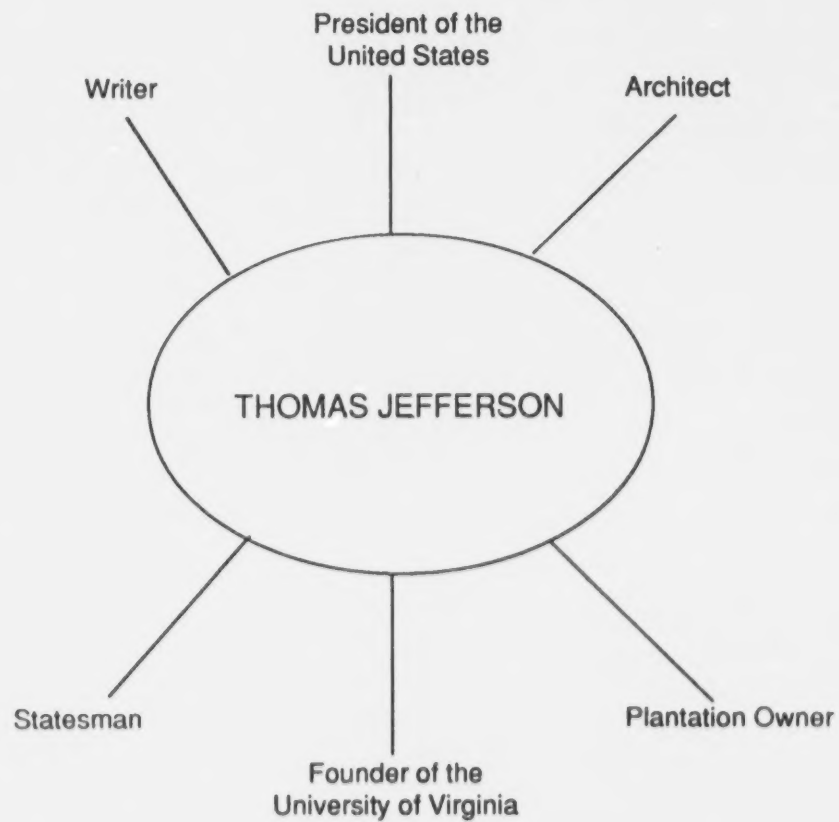
TEACHER TIP

This lesson could be a way to gauge the level of understanding the students have concerning personal achievement and drug usage. The resulting feedback can indicate whether the students understand that usage can hurt them. The lesson can also be a beginning point for learning more about the dangers of tobacco, alcohol, and other drug use.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to accept the responsibilities of membership in various groups, support individuals' rights to have differing opinions, and explain how groups influence individual behavior.

THOMAS JEFFERSON

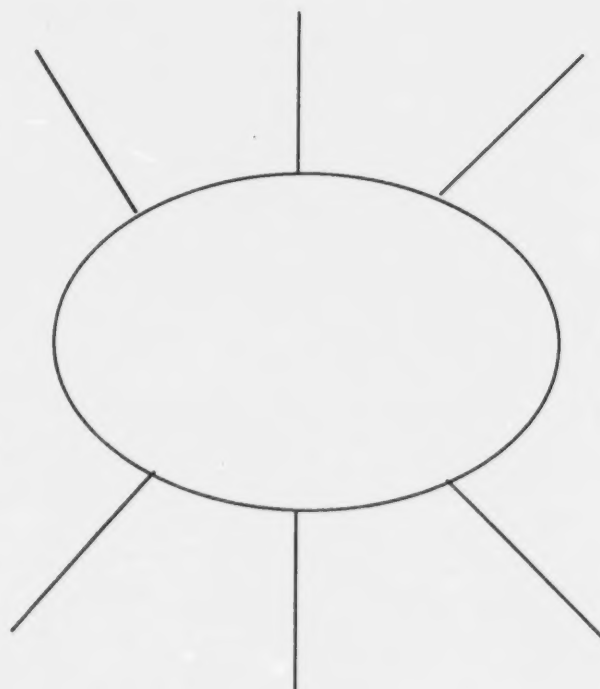


**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



NAME _____ DATE _____

WEBBING MODEL



NAME

DATE _____

My Friend from the Past

Imagine for a moment that you are living in the past and have an interesting friend. Who would the friend be? What would he or she be like? Write this person's name and describe him or her below.

My friend's name is _____.

[illegible]

**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

- I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Identify the attributes of healthy, constructive relationships.

ACTIVITIES & STRATEGIES

Discuss interdependent relationships that existed between people in the past who were members of:

- wagon trains
- frontier towns
- Indian communities
- exploration voyages
- expeditions

How did people in these groups affect one another?

Relate the discussion of interdependence to present family life. Point out, for example, that if one member is a drug user, the whole family suffers.

Discuss the American pioneers who chose to move west during the 1800s. Ask students to suggest how they coped with the problems they encountered such as lack of food, illness, and bad weather conditions. Stress that the pioneers who successfully reached their destinations had to learn to share tasks, depend on each other for help, and keep trying until they accomplished their goals.

Have students draw pictures depicting the type of person they would have wanted to go with them on a wagon train to Texas in the 1800s.

Keeping this information in mind, ask students to describe the type of person they would want:

- on a team
- in the class
- in a group

Discuss the kinds of problems that affect the ways people interact with one another.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

CAUTION

The point here is for students to understand the importance of being a dependable, hardworking, flexible person. Do not allow the discussion to center on cultural or racial characteristics.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to accept the responsibilities of membership in various groups, support individuals' rights to have differing opinions, and explain how groups influence individual behavior.

LESSON OBJECTIVE

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

ASSESSMENT CRITERION

Identify possible emotional stresses of living with a family member who uses tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Research the family unit during various periods in history. Create a chart that compares and contrasts family units of yesterday and today, focusing on employment, housing, location, and family composition.

Discuss different types of family systems in different cultures.

Give students an opportunity to identify characteristics that make their families special.

Point out that all families in all cultures have to deal with difficult situations at one time or another. Have students name some of the tough problems that can confront a family.

Talk about things such as family counseling and family conferences that help families cope with crises that arise.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

School librarian

Books on families and family systems in different cultures

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to accept the responsibilities of membership in various groups, support individuals' rights to have differing opinions, and explain how groups influence individual behavior.

LESSON OBJECTIVES

- I.A-7. Consider the legal consequences of tobacco, alcohol, and other drug use.
- I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the attributes of excellence and success in performance at work and school.

ACTIVITIES & STRATEGIES

Instruct students to make a class file of newspaper and magazine pictures of civic leaders who depict leadership qualities and who are healthy role models.

Have students make another file of newspaper and magazine pictures showing civic leaders who are not healthy role models because of unhealthy lifestyles (smoking, drinking, obesity).

Let students compare the files and give their reasons for labeling the leaders either positive role models or negative role models.

Discuss the qualities that make a good leader. Do these qualities also make a good friend? Student? Teacher?

Invite speakers such as police officers, attorneys, juvenile detention officers, and judges from the community to explain legal consequences of drug use and alcohol consumption.

Anyone can petition the state legislature to create a new law. Arrange students in small groups to think of a new law or a revision to an existing law regarding alcohol.

Have students draft the new law or revise the existing law. Then have each group make a presentation that describes its new or revised law. Tell students that the presentation must answer the following questions:

- What will the law do?
- Why should it be passed?
- How would it be enforced?

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

When inviting speakers to your class, be sure to use only positive role models who are drug free.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to accept the responsibilities of membership in various groups, support individuals' rights to have differing opinions, and explain how groups influence individual behavior.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Divide the class into two teams. Have one team interview a group of people who were teenagers in the '50s and '60s. Have the second team interview a group of today's teenagers.

In the interview, students should ask the questions on the "Then and Now" worksheet to collect data on how advertising influences alcohol, tobacco, and other drug use.

Have each group present their findings to the class. Discuss the differences between the two groups of teenagers. Begin the discussion by asking the following questions:

- How have attitudes toward tobacco, alcohol, and other drugs changed since the '50s and '60s?
- Is there more or less emphasis on health today?
- How does money play a part in media advertising?
- Which group was more influenced by advertising? Why?
- What can you and your family do to change the way advertisers try to sell products?

Have students list ways of letting advertisers know their objections to advertisements for certain products. For example, students can write letters or send petitions to local TV stations and to the heads of ABC, CBS, NBC, and other networks.

Social Studies Grade 4



4

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Then and Now"

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided the opportunity to support individuals' rights to have differing opinions and explain how groups influence individual behavior.

NAME _____ DATE _____

Then and Now

Person interviewed _____

Teenager then or now? _____

1. Do you smoke? yes no

2. What influenced you to begin smoking?
advertising _____ friends _____ other _____

How were you influenced by this? _____

3. Can you name some images in advertising that are used to sell tobacco?

4. Do you drink? yes no

5. What influenced you to begin drinking?
advertising _____ friends _____ other _____

How were you influenced by this? _____

6. Can you name some images in advertising that are used to sell alcohol?



Education
for
Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE
5

WE'RE PUSHING FOR
A DRUG-FREE STATE



LESSON OBJECTIVES

- III.A-1. Describe personal strengths and weaknesses.
- III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Have students design T-shirts that emphasize their uniqueness and detail their strengths.

The shirts can show the following:

- things about me
- things I can do well
- things of which I am proud
- things I like to do

Have students design their shirts on the "My Me-Shirt" worksheet initially. If possible, have students bring plain T-shirts from home and transfer their designs from paper to the shirt. An alternative is to use grocery sacks cut to make vests. Allow students to wear their shirts to school on a specific day.

Ask students to create a puzzle that has one piece for each member of their family. Use the puzzle to illustrate that a family works as a whole and is not complete unless all members contribute by communicating with other members of the family and participating in family activities. Help students relate the strengths shown on their "me-shirts" to their roles in their respective families.

Point out that all families are different. Talk about the following types of families:

- single parent
- two parent
- parents and grandparents (extended)
- stepparents
- foster parents

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "My Me-Shirt"

Colors, markers, acrylic paint, fabric pens, heavy paper, scissors

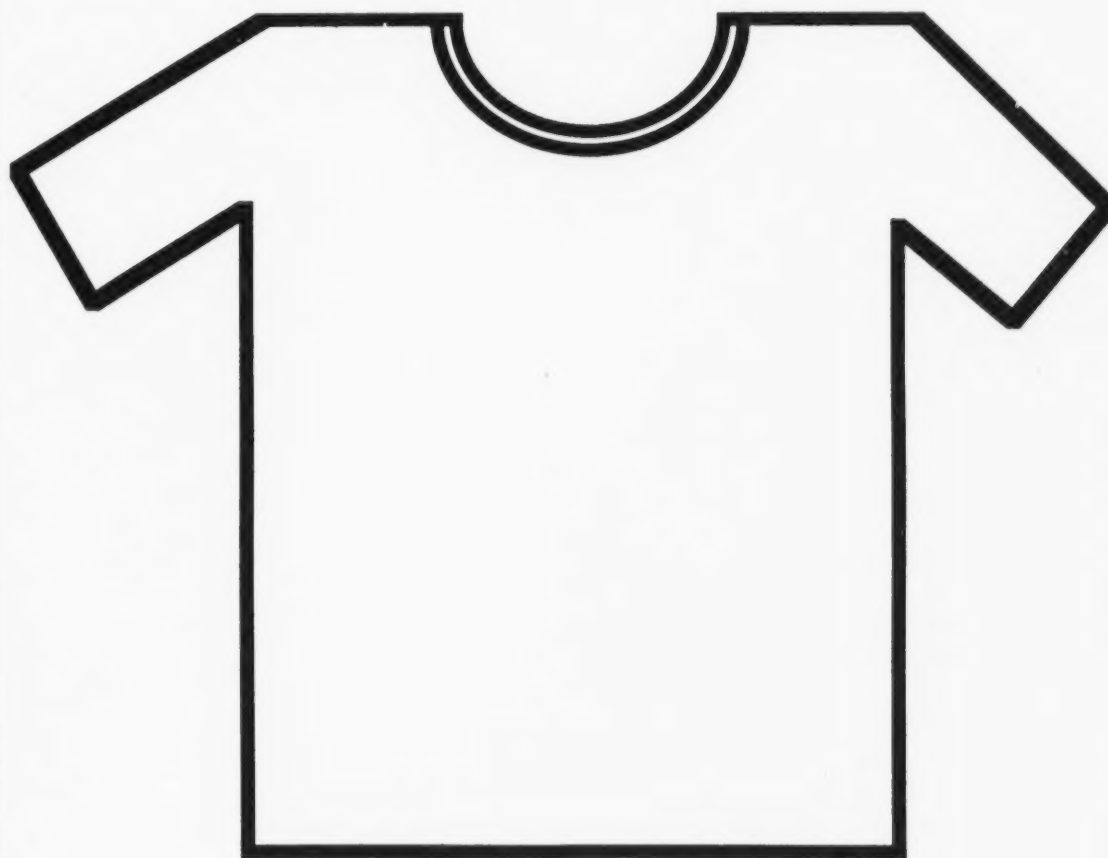
ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

NAME _____ DATE _____

My Me-Shirt

Using your favorite colors, decorate your me-shirt with things you do well, things of which you are proud, and things you like to do.



LESSON OBJECTIVES

- III.A-3. Identify personal beliefs, values, and feelings.
- III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Have students stand in a circle.

Play various types of music (marches, rock, slow, sad, soft, happy) and explain that the kind of music we hear can cause us to react in different ways.

Have students react to the music by moving, dancing, marching, snapping their fingers, or expressing themselves in other ways.

Stop the music briefly and let students express to their neighbors how they feel at that moment. ("I feel _____.")

After the exercises, ask students the following questions:

- Which music made you feel the best?
- Which music made you feel sad?
- Which music was your favorite?
- Do you like to listen to the same type of music all the time or do you like different types of music?

Ask the class as a group to develop an "I learned ____" statement about the musical activity.

Fine Arts



Grade 5

5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Records, tapes of different kinds of music

ESSENTIAL ELEMENT

Fine arts. Music. (Band, choral music or orchestra may be offered in lieu of music.) Responses to music through moving and playing. The student shall be provided opportunities to move to express mood and meaning of the music including steady beat and body sounds.

LESSON OBJECTIVES

- I.C-1. Describe potential risks of associating with someone who uses drugs.
- I.C-4. Identify ways to encourage friends not to use drugs.

ASSESSMENT CRITERION

Identify social pressures and enticements to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

To begin the lesson, ask students to define the following terms in their own words: peer pressure, crack, controlled substance. Accept the answers they brainstorm until the correct response is given. Write the term and the definition on the chalkboard.

Explain that peer pressure (influence or force to make someone do something he or she would not ordinarily do) is one of the main factors in substance use.

Then define crack, an intensified form of cocaine that is smoked, and tell students that crack is an extremely addictive and dangerous drug whose use provides the highest potential for addiction, crime, and death.

Have students role-play the following situations in pairs:

- A friend asks you to hide some crack in your lunchbox for him or her. You are caught and arrested for possession of a controlled substance (a substance that has the capacity to affect behavior and is regulated by law with regard to possession and use).
- A friend excludes you from his or her group because you were seen with a student who uses crack.
- A friend borrows money for candy or soda after school, then uses it to buy snuff instead.

Let the class respond to each role play by suggesting other ways the scene could have been acted out. Remind students that peer pressure may be exerted in many different ways.

Talk about the opportunity each student has to be a positive role model for his or her fellow students. Explain that students can influence their friends' behavior and actions by letting it be known that they *do not* take drugs. Conclude by having each student write a journal entry about being a positive role model.

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Creative drama. The student shall be provided opportunities to dramatize literary selections and original stories using shadow play, pantomime, imitative dialogue, improvisation, characterization, and puppetry.

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Chalkboard

TEACHER TIP

Discuss the usefulness of journal writing with students and have them begin keeping a journal. Refer to the journal where appropriate throughout the lessons in drug use prevention. Decorative journal covers may be designed.

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Explain that living in a drug-free environment is good for everyone. Many crimes committed in the state are drug related. Students may not realize that their parents pay with their tax dollars for housing, food, and clothing for prison inmates.

Also, explain that when we are not in a drug-free environment, our safety is always in question because the negative effects of drug use hurt people other than the user.

Divide the class into five groups. Assign each group one of the following themes and instruct them to create a collage depicting that theme:

- drug-free school
- drug-free neighborhood
- drug-free community
- drug-free state
- drug-free nation

Display the collages somewhere in the school.

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Fabric, texture, paper, glue, construction paper, crayons, and markers

TEACHER TIP

This activity would be particularly effective if conducted during "Drug-Free America Week."

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

LESSON OBJECTIVES

- II.B-4. Recognize the risks of curiosity and experimentation.
- II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe possible outcomes of the use of tobacco, alcohol, and other drugs that might induce an individual to experiment.

ACTIVITIES & STRATEGIES

Discuss some of the reasons people try alcohol, tobacco, and other drugs.

Write the following reasons on the chalkboard:

- Sometimes people use drugs for the first time because they are talked into it and they are curious about what will happen to them if they do.
- Some people think they'll be more important or "tougher" if they take risks and become involved in dangerous situations.
- Some people do not know that drugs are harmful to their bodies.

Emphasize that there are no good reasons for using illegal and harmful drugs and that all drugs are developmentally harmful to children.

Divide the students into pairs and have each pair write a dialogue of about 10-20 lines refuting at least one reason that people give for using drugs. Students may select one of the reasons named above or may think of another reason.

Instruct students to write their dialogues in correct dialogue form. Ask for volunteers to perform their dialogues for the class.

Reiterate that alcohol, tobacco, and other drugs are hazardous to a person's health and that having the facts about drugs helps a person make the right decision.

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Expressive use of the body and voice. The student shall be provided opportunities to create original dialogue.

LESSON OBJECTIVES

- III.C-2. Demonstrate skills for coping with change, success, and failure.
- III.D-4. Formulate effective strategies for helping others who experience problems.

ASSESSMENT CRITERIA

- Identify positive and negative attributes and consequences of change, success, and failure.
- Describe courses of action that can be taken to help another person handle or resolve a problem.

ACTIVITIES & STRATEGIES

Discuss the importance of helping others.

Divide students into groups of three. Ask each group to create a short skit about helping others.

Examples of situations to dramatize are:

- helping people who are reluctant to receive help
- helping people who are unappreciative of the help
- helping people who appreciate help
- helping people who help us (working together)

Allow each group to present its skit to the class. After each skit, discuss the situations.

Ask students to volunteer to talk about past experiences involving success or failure. Encourage students to be honest but to use colorful, descriptive words and actions to paint vivid pictures of their episodes.

Have students describe how they felt. Ask them what they consider the main reason for their success or lack of success in their particular situations. Ask other students to comment and to suggest alternative ways of coping in such situations.

Emphasize that helping others gives a person a feeling of satisfaction that contributes to personal growth and development.

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that all of us experience failure in our lives at some time. The important thing is to learn from our failures.

ESSENTIAL ELEMENTS

- *Fine arts. Theatre arts. Expressive use of the body and voice. The student shall be provided opportunities to create original dialogue.*
- *Fine arts. Theatre arts. Expressive use of the body and voice. The student shall be provided opportunities to utilize sensory and emotional recall in characterizations.*

LESSON OBJECTIVE

I.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Divide the class into groups and distribute magazines to the groups.

Instruct students to locate magazine ads for alcohol and tobacco and choose one ad to redesign to serve as a warning of the dangers of alcohol or tobacco.

Use the same ad format as that used in the magazine ad, but change the message.

Encourage students to be creative in their designs. Allow time for students to examine the artwork of other students and rank the ad designs according to creativity.

This activity may be used to introduce a lesson on the works of major artists by exploring expressions of creativity through the visual arts. Remind students of the various forms of aesthetic expression—from major works of art to well-designed advertisements. At an appropriate level, explore with students the relationship of creativity and appeal to psychological enticement.



RESOURCES & MATERIALS

Magazines, manila paper, crayons

Reproductions of famous paintings

ESSENTIAL ELEMENT

Fine arts. Art. Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to explore, examine, and evaluate artwork of students and major artists, and home and community design.

LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel others concerning drug-related problems.

ACTIVITIES & STRATEGIES

Explain to students that if someone pressures them to take drugs, or if a friend they care a lot about begins to take drugs, it is best to talk to a responsible adult about the matter.

Ask students to name some people they trust and could discuss their problems with such as:

- parents
- older brothers and sisters
- teachers
- minister, priest, or rabbi
- school nurse or counselor

Break students into groups of about three or four. Have each group create a "rap" (a type of song that is spoken rather than sung and has rhyming lyrics).

An example of a rap might be:

When in doubt, you gotta' talk it out. You gotta' find
someone you know.
You'll feel much better than you did before. Talking is the
way to go.
If your friends are doing drugs and you're gettin' scared,
just call someone and let 'em know.
With help, your friends can get back on line, and they'll
know how much you care.
Don't start smoking or drinking beer or you'll feel you've
lost your mind.
It's best to try to find someone to help you leave that stuff
behind.

When each group has created a rap, ask students to add movement. Let each group perform its rap for the class.

Fine Arts

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Music. (Band, choral music, or orchestra may be offered in lieu of music.) Singing concepts and skills. The student shall be provided opportunities to create dramatizations, movements, and new words to songs.

LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERIA

- Identify activities in which families participate together.
- Describe the psychological benefits derived from participating in such activities.

ACTIVITIES & STRATEGIES

Discuss the meaning of the word "family" (the group of people with whom you live).

List all the different kinds of families on the board such as:

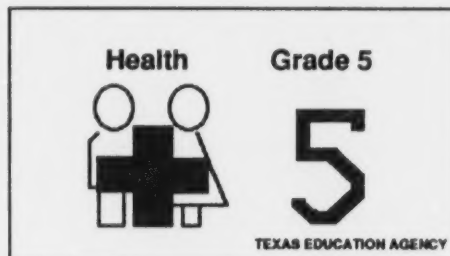
- single parent
- two parent
- parents and grandparents (extended)
- stepparents
- foster parents

Ask why families are important. Have the students name some things that family members do for each other and list their responses on the board.

Ask students to make a list entitled "My Jobs." Instruct them to include all the responsibilities and duties they have at home.

Display the lists on a bulletin board entitled "Doing My Part in the Family." If possible, make a copy of each student's list for him or her to take home to share with parents.

Have students complete the "All About My Family" worksheet. Students may share answers with the class or take the worksheet home to share with their parents.



RESOURCES & MATERIALS

TEACHER TIP

This lesson may be a sensitive one for some children. Potential problem areas may include a home where parents are currently going through a separation, divorce, or custody dispute; a change in foster home setting; other upsetting situations. For these students, a visit with the school counselor about the situation would probably be in order.

Worksheet: "All About My Family"

Titles of children's books dealing with family life include:

- *Grandmother Orphan* by Phyllis Green, Nelson, 1977
- *Celebration of Family Life* by Robert McClosky, Puffin, 1976
- *Mama's Bank Account* by Kathryn Forbes, Scholastic, 1975

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

NAME _____ DATE _____

All About My Family

The people in my family are:

Each person in my family is special. Here's what is special about each member of my family:

My favorite activity that my family does together is...

My responsibilities in my family are...

The responsibilities of my parents in my family are...

I am a special member of my family because...



LESSON OBJECTIVES

- III.B-7. Recognize the importance of participating in family activities.
- III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify positive and negative attributes and consequences of change, success, and failure.

ACTIVITIES & STRATEGIES

Brainstorm the kinds of problems that families may have and list the problems on the board. Be sure to include:

- unemployment
- drug use
- death
- divorce
- illness

Discuss the many ways that family members are affected by these problems including:

- communication problems such as arguing and misunderstanding one another
- sadness and grieving by family members
- financial problems
- added stress on members that makes it hard for them to do their work or causes them to have trouble studying
- legal problems

Then discuss different ways to cope with these kinds of problems such as:

- sharing your feelings with a trusted adult outside the family
- talking about the problem within the family
- talking to a school counselor
- getting professional help from a counselor outside the school setting

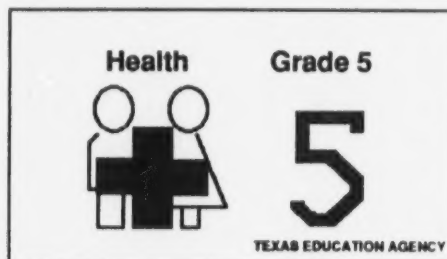
Divide students into groups. Assign each group one of the problems listed on the board.

Have each group complete the worksheet, "Coping with Family Problems," focusing on the assigned problem.

Instruct each group to elect a spokesperson to present its solutions to the class.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.



RESOURCES & MATERIALS

TEACHER TIP

Stress that family problems are not a child's fault. Families must work together to solve problems. In the event there are some problems with this exercise, the counselor can serve as a resource person and a referral source.

Worksheet: "Coping with Family Problems"

NAME _____ DATE _____

Coping with Family Problems

Every family has problems at one time or another. In this group, discuss a family who is going through...

How are each of these people affected by the problem?

- mother
- father
- sister or brother
- grandparent or other family member

What are some ways these people can cope with the problem?

- mother
- father
- brother or sister
- grandparent or other family member



LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

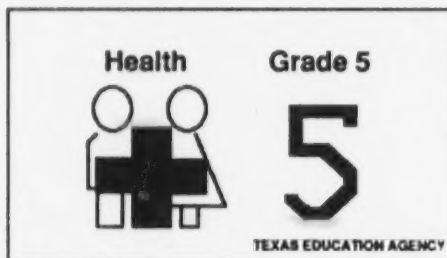
Identify influences (people, places, and events) on personal lifestyle.

ACTIVITIES & STRATEGIES

List on the board positive qualities, characteristics, abilities, and achievements our society admires in people. For example, we admire people who are loyal, quick-thinking, funny, smart, talented, and physically fit. Have students add to the list.

Ask students to name a person whom they admire. This hero or heroine may be a famous person or someone they know personally. Have students write a diamante' to describe the person they admire.

Let the students read their descriptions to the class. Then post the papers on a bulletin board entitled, "Heroes for Today."



RESOURCES & MATERIALS

Diamante':

____ (Subject's name)
____ (3 nouns)
____ (5 adjectives)
____ (3 participles)
____ (Subject's name)

TEACHER TIP

Emphasize that our heroes and heroines don't have to be movie or TV stars. Encourage students to think of people in their everyday lives who possess admirable qualities. These people should be the ones students strive to be like because they are real people rather than characters in a show.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

LESSON OBJECTIVE

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss materials previously studied on the harmful effects of alcohol.

Have students name different types of alcoholic beverages by looking at empty containers or pictures of beer, wine, wine cooler, and liquor containers.

Have students list on a blank sheet: beer, wine, shot (1.5 ozs. of liquor), wine cooler. Then have them guess which contains the most alcohol by numbering the four items in order from the most alcohol to the least.

When all students have made their guesses, reveal the fact that:

- **Twelve ounces of beer is equal to five ounces of wine is equal to 1.5 ounces of 80 proof liquor.**
- **One bottled wine cooler has more alcohol than any of the others.**

Point out that looks are deceiving, because the smallest amount of liquid (the 1.5 ounces of liquor) and the larger volume in a can of beer or a wine cooler are equally potent.

Follow this activity with a lesson on the harmful effects of alcohol on everyone, but especially on young people whose bodies are still developing and whose body weight is less than an adult's. Note the immediate harmful effects of consuming alcohol as well as the long-term damage done to the organs of the body if one drinks alcohol over a period of time.

Health

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Empty beer can, wine cooler bottle, shot glass, wine glass or pictures of these containers

TEACHER TIP

Check with the building principal concerning local policy before using actual cans and bottles.

TEACHER TIP

It's All the Same

Beer (12 oz. can)
12 ozs. x 0.5% = .6 oz. alcohol

Wine (5 oz. glass)
5 ozs. x .12% = .6 oz. alcohol

Liquor (1.5 oz. shot)
1.5 ozs. x 40% = .6 oz. alcohol

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVES

- III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
- III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Relate the mind-altering and physiological characteristics of stress by describing why individuals who use tobacco, alcohol, or other drugs may do so in an attempt to cope with stress in their lives.

ACTIVITIES & STRATEGIES

Ask students to list on the board some of the emotions people feel such as happy, sad, angry, frightened, and scared.

Put a plus sign (+) beside the emotions that feel good. Put a minus sign (-) beside the emotions that feel uncomfortable or bad.

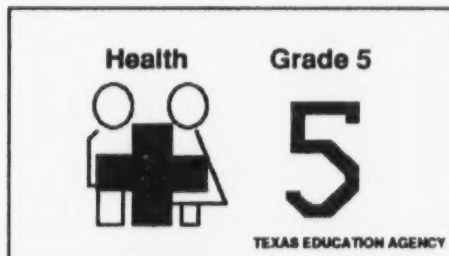
Explain that different people handle their emotions in different ways. Ask students to list some ways people deal with their feelings. Examples may include:

- participating in sports
- jogging
- talking with friends
- getting counseling
- screaming
- crying
- keeping silent
- engaging in denial

Ask students to put a plus sign next to the healthy or positive ways of dealing with feelings and a minus sign next to the unhealthy ways of dealing with feelings.

Explain that sometimes people use drugs or alcohol as a way of dealing with upsetting emotions. Ask students whether this is a healthy way to deal with bad feelings. (No.) Then ask them to give reasons why it is not. Be sure to emphasize that not only is drug use an unacceptable way to deal with problems, but that using drugs only makes problems worse. Remind students that use of tobacco and alcohol as well as other drugs is illegal for them and may have serious legal as well as physical implications.

Have students complete the "Feeling Good Without Drugs" worksheet.



RESOURCES & MATERIALS

Worksheet: "Feeling Good Without Drugs"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

NAME _____ DATE _____

Feeling Good Without Drugs

Some people believe alcohol, tobacco, or other drugs will change the way they feel. They may feel sad and think that these drugs can make them feel happy.

Beside each feeling listed below, list some healthy ways to change the feeling instead of using alcohol, tobacco, or other drugs.

ANGRY

1.



2.

3.

SAD

1.



2.

3.

SCARED

1.



2.

3.

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TEXAS EDUCATION AGENCY



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LESSON OBJECTIVES

- III.A-4. Identify people, places, and events that influence personal lifestyle.
- III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify influences (people, places, and events) on personal lifestyles.

ACTIVITIES & STRATEGIES

Divide the class into four or five groups. Each group will assume the role of an advertising agency whose task it is to create an advertisement that persuades the rest of the class not to use tobacco, alcohol, marijuana, or inhalants. The advertisement can be a dialogue, a song, a skit, or a visual product.

The ads can be about chewing tobacco, snuff, cigarettes, alcohol, marijuana, or substances abused by inhaling such as aerosol sprays, airplane glue, and correction fluid.

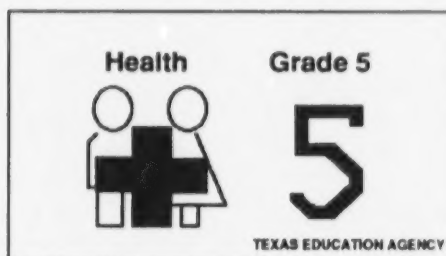
The class should assume the role of a particular audience as each group makes its presentation. Examples of different audiences are:

- young business people
- senior citizens
- high school dropouts
- middle-aged women not employed outside the home
- junior high students and middle school students
- elementary children

Emphasize that each group should be as persuasive as possible in its presentation.

Follow up with a discussion about:

- Who had the best presentation and why?
- Were any of the audiences persuaded?
- Which audience was most easily persuaded?
- Why did this happen?



RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Bring several alcohol, tobacco, and over-the-counter medicine advertisements to class.

Divide the class into small groups of two or three students and give each group a few of the advertisements. Instruct each group to discuss the various ways the media presents alcohol, tobacco, and over-the-counter medicines in the ads.

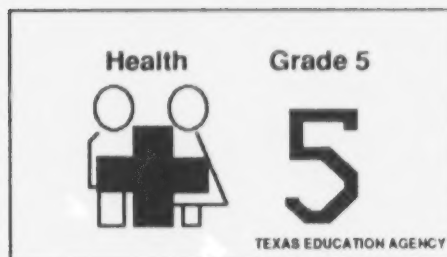
Encourage students to discuss what advertisers do to convince consumers that their products are good. For example, advertisers might use:

- statistics to show that their product was chosen by more consumers
- a beautiful woman or a handsome man
- a star athlete or a celebrity
- a funny comedian or cartoon
- endorsements by doctors (although they never actually name the doctors)

Emphasize that advertisers use these techniques to try to convince consumers to buy certain products or to sell more of the products and make a bigger profit.

Have each group of students design an ad that presents alcohol, tobacco, or over-the-counter medicines more truthfully than the real ads do. Then let each group present its ad to the class.

After the group members display the ad, let the class decide whether or not the newly designed ads would sell the products. Why or why not?



RESOURCES & MATERIALS

Magazines and newspapers

Manila paper, markers, map pencils, crayons

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize benefits and limitations of advertising as it relates to selection of health services, products, and practitioners.

LESSON OBJECTIVES

- III.A-5. Recognize abilities and document achievements.
- III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERIA

- Explain the importance of acknowledging personal abilities and achievements.
- Describe the psychological and physiological benefits of setting personal goals.

ACTIVITIES & STRATEGIES

Write the following nouns on the board: affection, respect, skill, enlightenment, power, wealth, well-being, righteousness.

Discuss the meaning of each, then ask the students which one is most important to them personally.

Hand out the worksheet, "What's Important to Me? Part 1" and have students rank the sets in order of most important to least important with most important receiving a 1 and least important receiving an 8.

Hand out the worksheet, "What's Important to Me? Part 2."

Tell students to transfer the columns of numbers from Part 1 to the columns in Part 2 and add the numbers across.

The quality valued highest will have the lowest score, and the least important quality will have the highest score.

Have students use this information to set personal goals. Encourage students to ask themselves: "What are some things I can do to gain some of these qualities?"

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "What's Important to Me? Part 1"

Worksheet: "What's Important to Me? Part 2"

ESSENTIAL ELEMENT

Language arts. Reading. Applying reading skills to a variety of practical situations. The student shall be provided opportunities to follow a set of directions.

NAME _____

DATE _____

What's Important to Me? Part 1

Set 1

_____ Love
_____ Recognition
_____ Ability
_____ Knowledge
_____ Leadership
_____ Money
_____ Health
_____ Honesty

Set 2

_____ Kindness
_____ Honor
_____ Talent
_____ Education
_____ Authority
_____ Property
_____ Happiness
_____ Justice

Set 3

_____ Friendship
_____ Courtesy
_____ Ingenuity
_____ Wisdom
_____ Influence
_____ Income
_____ Contentment
_____ Trust

Set 4

_____ Tenderness
_____ Admiration
_____ Capability
_____ Understanding
_____ Decision making
_____ Food
_____ Relaxation
_____ Fair play

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NAME _____ DATE _____

What's Important to Me? Part 2

Write the numbers for each set in these columns. Add the columns across and write the total to the right of the words.

Set 1	Set 2	Set 3	Set 4		
_____	_____	_____	_____	Affection	_____
_____	_____	_____	_____	Respect	_____
_____	_____	_____	_____	Skill	_____
_____	_____	_____	_____	Enlightenment	_____
_____	_____	_____	_____	Power	_____
_____	_____	_____	_____	Wealth	_____
_____	_____	_____	_____	Well-Being	_____
_____	_____	_____	_____	Righteousness	_____

Arrange these words in order in the space below according to their numerical value from least to greatest. This will put the words in order from most important to least important.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Discuss the fact that each of us must make many decisions every day of our lives and that everyone makes wrong decisions sometimes. We should not be ashamed of or embarrassed by our mistakes; instead, we should try to learn from them.

Emphasize to students that parents, teachers, and adults who care about them want them to learn to make decisions in a responsible way. Responsible decisions are those that help them to be healthy, to grow as people, and to care about themselves and others.

Have students fill out the worksheet, "Decisions, Decisions."

Then divide the class into small groups and have students share their answers with the other members of the group. Ask students to predict probable outcomes of their decisions.

When the group discussions end, remind students that they are ultimately responsible for their decisions and the consequences of these decisions.

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Suggested reading to use as a springboard for discussion of decision making includes:

- *The Real Thief* by William Steig, Farrar, 1973
- *My Brother Stevie* by Eleanor Clymer, Holt, 1967

Worksheet: "Decisions, Decisions"

TEACHER TIP

Review steps in the decision-making process:

- Clearly identify the problem.
- Identify all possible choices.
- Consider and evaluate the consequences of each choice.
- Select the best choice and act. This means to act responsibly.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to predict probable future outcomes or actions.

NAME _____ DATE _____

Decisions, Decisions

1. How did you decide to wear the outfit you are wearing today?

2. How do you decide who your friends will be?

3. If you don't want to smoke, but someone tries to hand you a cigarette, what would you say?

4. Is it good to let your friends make your decisions for you? Why? Why not?

5. If you disagree with your friends, how can you reach a decision that is satisfactory to all of you?



LESSON OBJECTIVES

- I.A-5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.
- I.C-2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify characteristics and processes related to successful, healthy, productive interpersonal relationships.

ACTIVITIES & STRATEGIES

Ask students to describe signs of good health such as:

- a big, happy smile
- a lean, strong body
- a relaxed manner
- clear skin tone
- lots of energy

Have students make a list of adjectives to describe drugs and use the list to state reasons for encouraging friends to stay away from drugs. Some examples are that drugs:

- are illegal
- are bad for one's health
- are addictive
- are expensive
- affect work performance

Have old magazines available to the class and ask each student to find and cut out three pictures of people who look healthy.

Divide the class into groups of four students each. Each group should have 12 pictures. Ask the students to select one picture from the 12 and work together to write a story about the person or persons in the picture, telling what they do to maintain their good health.

Ask one student from each group to read the story to the class. Afterward, the stories may be displayed around the room.

Language Arts

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Magazines, scissors

ESSENTIAL ELEMENTS

- *Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to use a variety of words to express feelings and ideas.*
- *Language arts. Speaking. Speaking to accomplish a variety of purposes such as informing, expressing, persuading, and entertaining. The student shall be provided opportunities to present stories, puns, riddles, anecdotes, and plays for entertainment.*

LESSON OBJECTIVE

- I.C-2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.

ASSESSMENT CRITERION

Identify characteristics and processes related to successful, healthy, productive interpersonal relationships.

ACTIVITIES & STRATEGIES

Ask students to give examples of similes and metaphors and how to use these literary tools to make comparisons.

Read examples of literary passages to demonstrate the use of similes and metaphors. Then ask each student to choose one of the sentences containing similes or metaphors on the worksheet, "Peers," to use as the beginning of a short story (two or three paragraphs) about some aspect of peer pressure.

Before students begin to write, point out that peer pressure can be positive or negative. Friends may encourage us not to use drugs just as they may influence us to experiment with drugs. Ask students to name situations in which people can negatively influence the behavior of their peers. Write these on one side of the chalkboard. Situations might include:

- making prank phone calls
- stealing candy from stores
- putting tacks in people's chairs
- sticking "kick me" notes on people's backs
- writing on the bathroom walls

Next, have the students suggest positive alternatives to the negative situations they listed before. Write these on the other side of the board.

Have students complete the worksheet, "Peers," and then write the story about peer pressure.

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Suggested literature to use as a springboard for the discussion of peer pressure includes:

- *Grey Cloud* by Charlotte Graber, Four Winds, 1979
- *Four Miles to Pinecone* by Jon Hassler, Warner, 1977

Worksheet: "Peers"

"Peers" Answer Key

- | | |
|-------------|------------|
| 1. none | 7. none |
| 2. simile | 8. simile |
| 3. metaphor | 9. simile |
| 4. metaphor | 10. none |
| 5. none | 11. simile |
| 6. simile | 12. simile |

ESSENTIAL ELEMENT

Language arts. Reading. Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to recognize that simile and metaphor involve comparison.

NAME _____ DATE _____

Peers

Decide whether the sentence contains a simile, a metaphor, or neither. Write the word "simile," "metaphor," or "none" on each blank.

- _____ 1. Hoa was very happy because she said "no" to drugs.
- _____ 2. Hoa was as happy as a lark when she refused an offer of drugs.
- _____ 3. Hoa was a proud lion as she courageously said "no" to drugs.
- _____ 4. Juan was a steam engine churning through his work after having the confidence to convince his friend Sally not to use drugs.
- _____ 5. Juan felt powerful when he talked to Sally and made her realize the harm she was causing her body.
- _____ 6. Juan felt as proud as a peacock for making such a difference in Sally's life.
- _____ 7. Brenda was scared when her friend Felicia started hanging around kids who use drugs.
- _____ 8. Brenda felt as nervous as a cat to think what might happen to Felicia if Felicia started using drugs.
- _____ 9. Brenda was as bold as a TV heroine when she confronted Felicia to try to convince her not to use drugs.
- _____ 10. All of Ren's friends shunned him after he was discovered smoking in the bathroom at school.
- _____ 11. Ren felt like the last kid on earth when his friends ignored him after he smoked cigarettes.
- _____ 12. Ren felt as sneaky as a mouse for smoking. He knew it was an unsafe, unhealthy thing to do.



LESSON OBJECTIVE

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify common misunderstandings and fallacies regarding the use and consequences of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss fact and fiction with the class, giving definitions and examples of each. Then administer the "Fact or Fiction" test as a pretest or posttest to determine students' ability to distinguish between fact and nonfact. The test will also measure their knowledge of drugs.

After students have completed the worksheet, have them exchange and check the answers. Then discuss the answers most often missed.

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Fact or Fiction"

Teacher Resource: "Fact or Fiction—Key"

TEACHER TIP

A short story illustrating the concept of fact and fiction would provide a good introduction to the lesson.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to distinguish between fact and nonfact.

NAME _____ DATE _____

Fact or Fiction

In the blank beside each sentence below, write "fact" if the sentence is a true statement; write "fiction" if the statement is not true. On the line below the statement, rewrite "fiction" statements to make them true.

1. _____ Alcohol is a drug.

2. _____ Cocaine is not addictive.

3. _____ If one teaspoon of medicine is good for a person, two teaspoons will make a person feel even better.

4. _____ The first-time use of an inhalant can cause death.

5. _____ No drug ordered by a doctor can cause a person to get "hooked."

6. _____ Cigarette smoking is addictive.

7. _____ If drugs are in my home, it is okay to use them.

8. _____ Drugs can help a person handle problems better.

9. _____ A cup of coffee and a shower will help a drunk person become sober.

10. _____ Alcohol affects persons the same way every time they drink.

11. _____ You can recognize an alcoholic by the way he or she looks.

12. _____ If a person drinks only beer, he or she will never have a problem with alcohol.



Fact or Fiction—Key

1. Alcohol is a drug.

Fact. Alcohol use is the Number 1 drug problem in this country.

2. Cocaine is not addictive.

Fiction. Not only is cocaine addictive, it may be the most addictive substance known to man.

3. If one teaspoon of medicine is good for a person, two teaspoons will make him or her feel even better.

Fiction. Dosage is determined by a person's size, weight, severity of condition, and other drugs being used. Drugs should be taken only as directed.

4. The first-time use of an inhalant can cause death.

Fact. Sniffing concentrated amounts of solvents or aerosol sprays can produce heart failure, depression of the central nervous system, and death.

5. No drug ordered by a doctor can cause a person to get "hooked."

Fiction. Many drugs and medicines prescribed by physicians can be addictive. It is essential that when medicine is prescribed, it is taken as directed by the doctor.

6. Cigarette smoking is addictive.

Fact. The nicotine contained in tobacco is a very addictive drug.

7. If drugs are in my home, it is okay to use them.

Fiction. Drugs should never be used by children without permission and supervision by an adult.

8. Drugs can help a person handle problems better.

Fiction. The use of drugs can sometimes make people forget their problems for awhile, but the problems are still there after the effects of the drug wear off. Sometimes the problems are even worse than before.

9. A cup of coffee and a shower will help a drunk person become sober.

Fiction. Only time will help a person who has had too much to drink to be sober again.

10. Alcohol affects persons the same way every time they drink.

Fiction. Many factors influence how alcohol affects an individual who drinks. Some of the factors are the amount of alcohol consumed, other drugs in the system, the health of the individual, and food in the system.

11. You can recognize an alcoholic by the way he or she looks.

Fiction. Alcoholism affects all kinds of people.

12. If a person drinks only beer, he or she will never have a problem with alcohol.

Fiction. Beer contains alcohol, and it is the alcohol in the beer that affects the drinker.



LESSON OBJECTIVE

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify common misunderstandings and fallacies regarding the use and consequences of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have students read the "Learning About Tobacco" handout carefully. Ask for volunteers to read each statement aloud. Then ask for comments or questions about each statement from the class. Ask students to make a conclusion concerning tobacco use and to recall specific facts and details that support their conclusion.

Discuss further the consequences of tobacco use including smoking cigarettes, dipping snuff, and chewing tobacco.

Emphasize that cigarette smoking is one of the most significant factors contributing to early death in the United States today. Point out that over 350,000 people die each year as a direct result of cigarette smoking and that in 1987 the office of the U.S. Surgeon General estimated that as many as two million teenagers were smoking.

Conclude the lesson by having students complete the worksheet, "Tobacco Quiz."

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Handout: "Learning About Tobacco"

Worksheet: "Tobacco Quiz"

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recall specific facts and details that support the main idea and/or conclusion.

NAME _____ DATE _____

Learning About Tobacco

1. The first major report linking smoking with lung cancer was issued in 1964 by the U.S. Surgeon General. Since that time, more and more people have chosen not to start smoking or have quit smoking. It is difficult to stop smoking because the nicotine in tobacco is very addictive.
2. Most people do not smoke. According to one report, 12 percent of teenagers and 33 percent of adults smoke. In the U.S., there are an estimated 30 million former smokers.
3. Ninety percent of all cases of lung cancer happen to people who smoke cigarettes. Ninety percent of all people who get lung cancer die within five years of its discovery.
4. Heart disease is also closely connected with cigarette smoking.
5. Tobacco comes in many forms, although the cigarette is the most common. Tobacco can also be chewed or smoked in pipes. Snuff is powdered tobacco that is snorted or sniffed.
6. The principal drug in tobacco is nicotine which acts as a *stimulant* and speeds up the heart.
7. Every cigarette a person smokes takes about six minutes off his or her life.
8. Cigarette smokers often have bad breath, smelly clothes, stained teeth, and yellow fingers.
9. Cigarettes contain harmful chemicals that cause lung cancer. There is no such thing as a safe cigarette. All cigarettes, including low-tar and filtered, contain enough tar to be very harmful.
10. Cigarettes do not calm you; they make you nervous and jittery.
11. Most teenagers who smoke know about the dangers of smoking, but they think that the long-term dangers such as cancer and heart disease do not apply to them. Short-term effects of smoking include shortness of breath and damage to blood circulation.
12. Only about half of the people who try to stop smoking succeed. The addiction to nicotine found in tobacco is very difficult to overcome.
14. When nonsmokers are near people who smoke, the nonsmokers also breathe the poisonous gases. Because of this, more laws are being passed to prohibit smoking in public places.
15. Smokers can get cancer of the mouth, throat, or tongue as well as lung cancer.
16. An average smoker spends about \$350 a year on cigarettes.



NAME _____ DATE _____

Tobacco Quiz

Fill in the blank with the correct word. Refer to the "Learning About Tobacco" handout for the correct answers.

1. _____ is the disease most often associated with cigarette smoking. _____ percent of all cases of the disease happen in smokers, and _____ percent of those people die within _____ years.
2. Every cigarette a person smokes takes _____ off his or her life.
3. Cigarettes contain _____ and _____, two major sources of cancer.
4. Cigarette smoke pollutes the _____ we breathe with _____. Even nonsmokers are seriously endangered.
5. Nicotine makes people feel _____ and _____, not calm and relaxed.
6. In addition to lung cancer, other diseases associated with cigarette smoking include _____ and cancer of the _____, and _____.
7. The first major report linking smoking with lung cancer was issued in _____ (date) by the U.S. _____.
8. About _____ percent of today's teenagers and _____ percent of the adult population smoke. Still, the rate of teenage smokers has been _____.
9. Only about _____ of the people who try to quit smoking after they have started are successful. Still, there are _____ former smokers.
10. The short-term health hazards of cigarette smoking include shortness of _____ and damage to _____. Smoking also produces _____ teeth, yellow stains on hands, smelly _____, and _____ breath.

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LESSON OBJECTIVE

- II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Ask the class:

- What is the purpose of advertising?
- What kinds of products are advertised in magazines?

Direct students to look through magazines and find advertisements for medicines such as aspirin and laxatives, and drugs such as beer and cigarettes. Tell each student to cut out one advertisement.

Have students look at the ads they selected and think about the following questions:

- Is the product in the ad supposed to offer some sort of relief?
- Does the ad make the product look attractive?
- Is the information accurate?

Instruct the students to use drawing paper to do two things:

- Redesign the ad to make it entirely truthful, including positive and negative points about the product.
- Design an ad for a nondrug solution to the problem the drug is supposed to solve. For example, instead of showing someone taking an aspirin for a headache, students might design an ad that suggests taking a nap, listening to soothing music, or putting a cold cloth on the forehead.

Language Arts Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Magazines, drawing paper

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to use ideas and information from sources other than personal experiences for writing.

LESSON OBJECTIVE

III.B-4. Identify how tobacco, alcohol, or other drug use affects relationships both within and without a family.

ASSESSMENT CRITERION

Identify the characteristics and processes necessary for effective and positive relationships with others.

ACTIVITIES & STRATEGIES

Read "Tina's Story" to the students.

Allow time for the students to discuss how they think their parents or someone who cares about them would respond to Tina's and Karen's behavior. Give the students a time limit of 10 to 15 minutes for discussion.

When the time is up, display Burke's Pentad on a transparency. Divide students into five groups and assign one question to each group. Allow time for each group to agree on the answer to its question, then ask the groups to respond orally.

Following this activity, have each group write an ending to Tina's story. One member of the group may write the story to display on the bulletin board.

Next, ask each student to write a statement as to whether he or she agrees or disagrees with the decision Tina and Karen made and tell why.

Language Arts Grade 5



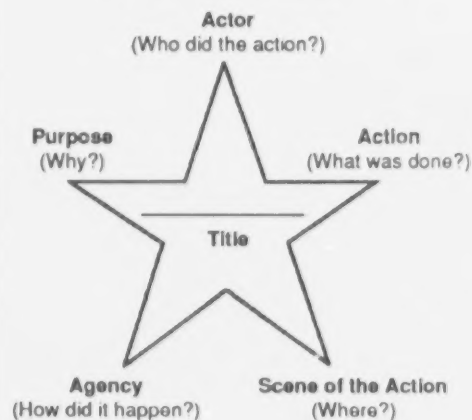
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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Teacher Resource: "Tina's Story"

BURKE'S PENTAD



ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to predict probable future outcomes or actions and draw logical conclusions.

Tina's Story

Read this story to the class:

Tina's parents were out for the evening. Karen was at Tina's house to keep Tina company while her parents were out. When Tina and Karen got hungry, they looked in the cupboard for something good to eat. They saw an open pack of cigarettes. After talking about it, the girls each decided to smoke one. They both were trying the cigarettes when Tina's parents came home.



LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Define realistic personal goals.

ACTIVITIES & STRATEGIES

Review ordering numbers including decimals and fractions.

Discuss what personal goals are and how they contribute to order in a person's life. Relate ordering numbers to setting goals.

Stress that goals help us plan what we want to do with our lives and encourage us to try to achieve many things.

Ask students to name some goals they can set for themselves that will keep them happy and healthy, now and in the future. Examples are:

- to eat healthy foods
- to exercise daily
- to avoid alcohol, tobacco, and other drugs

Have students complete the worksheet, "Something to Work For." Discuss the hidden message. Encourage students to name their own personal goals that will help them achieve a happy and healthy life.

Mathematics Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Something to Work For"

"Something to Work For"
Answer Key:

"I want a happy, healthy life."

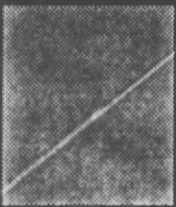
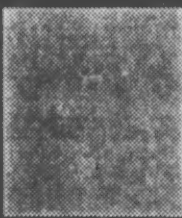
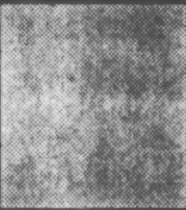
ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to use decimals and fractions (models).

NAME _____ DATE _____

Something to Work For

Arrange these numbers in order from smallest to largest and use the letters to find a healthy goal.

	E 4 $\frac{5}{6}$	I 6.4	N 1.8	P 3.5
E 81 / 9	Y 12 / 3	L 6.3	W 1 / 2	F 48 / 6
A .6	A 5	P 3.49		A 6 / 2
H 3.1	H 30 / 5		I 1 / 8	T 2 / 1
L 5.1	T 5.3	Y 6.1	A 3.3	H 4 $\frac{1}{4}$



LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review rounding numbers, particularly dollars and cents.

Name some antidrug slogans such as "Just Say No" and "Be Smart, Don't Start." Ask students if they have heard these slogans on TV and radio.

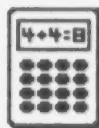
Explain that slogans are intended to make people stop and think about something. The slogans named above should make people think about how dangerous alcohol and other drugs can be.

Hand out the worksheet, "A Smart Message."

Instruct students to round the numbers to the nearest dollar to find the "no use" message and fill in the label on the jar. After they complete the worksheet, have students create their own slogans to share with the class. Instruct students to prepare a new label for the jar, put their message on it, then cut out the jars and display them around the classroom.

Mathematics

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "A Smart Message"

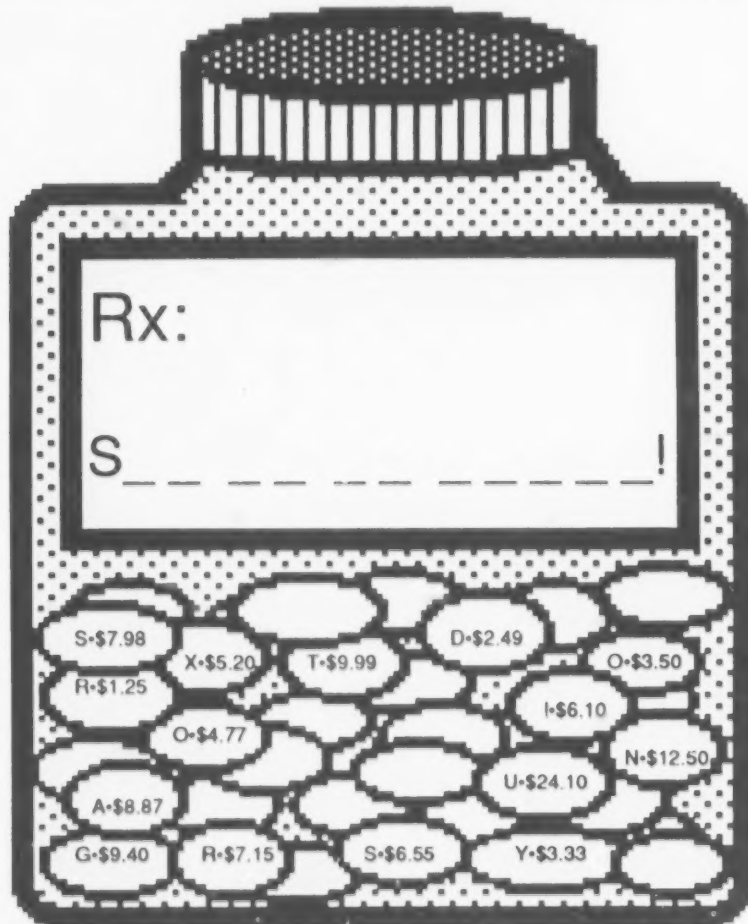
ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to round numbers.

NAME _____ DATE _____

A Smart Message

The prices contained in the jar are rounded to the nearest dollar in the spaces below. Match the letter identified by each price to a correct dollar amount in the space provided. Then use letters to complete the "smart message" in the label space that will tell others not to use drugs, alcohol, and tobacco.



\$8.00 _____	S _____	\$1.00 _____	R _____	\$9.00 _____
\$2.00 _____		\$6.00 _____	I _____	\$9.00 _____
\$5.00 _____		\$5.00 _____	X _____	\$7.00 _____
\$10.00 _____		\$13.00 _____		\$7.00 _____
\$4.00 _____		\$24.00 _____	U _____	\$3.00 _____



LESSON OBJECTIVES

- III.A-4. Identify personal beliefs, values, and feelings.
III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Review multiplication of whole numbers.

Have students complete the worksheet, "Feelings Wheels."

List on the chalkboard some of the feelings we all have such as: happy, sad, upset, excited, afraid, angry, bored, proud, scared, nervous.

Ask students to name some things that can cause us to feel these different feelings.

Define nonverbal communication (communication through actions or gestures rather than words).

Ask students to explain different ways that we can tell how others are feeling. For example, we often know because they:

- smile
- cry
- shout
- pout

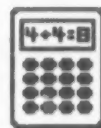
Explain that when we use these cues to help us decide how a person is feeling, we are using nonverbal communication. The other form of communication is verbal. When we communicate verbally, we say out loud what we think and how we feel.

To conclude the lesson, let each student design a feelings wheel to complete the statement, "Today, I feel _____."

Then ask students to form groups of three and communicate the way they feel to each other within the group. The communication may be verbal or nonverbal.

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

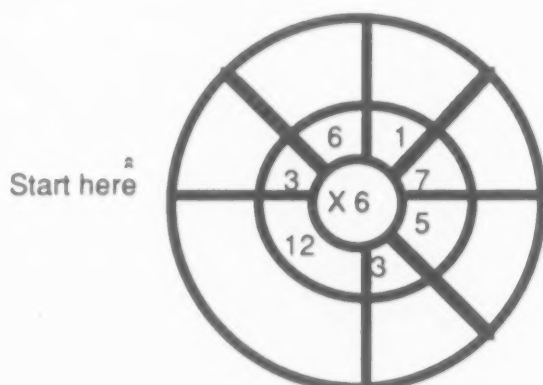
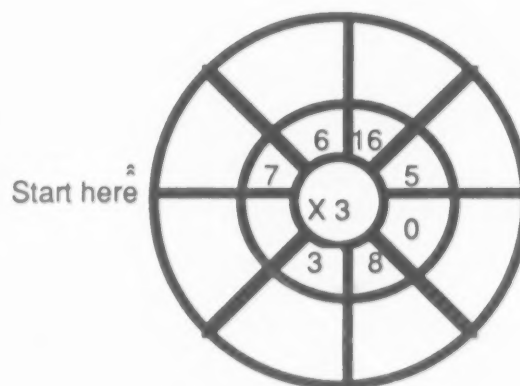
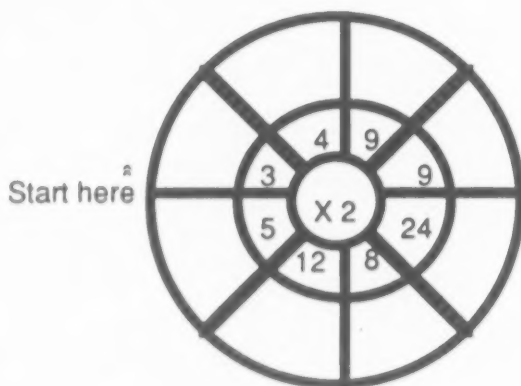
Worksheet: "Feelings Wheels"

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, multiply, and divide whole numbers.

Feelings Wheels

Work each multiplication problem and use the key below to find the letters to place on the Feeling Wheels. These letters will form a "feeling" word when read in the direction of the arrow.



C—6 D—72 E—18 F—16 H—8 I—42 L—10
 N—21 O—0 P—40 R—48 S—9 T—30 U—24
 V—15 X—36



LESSON OBJECTIVE

- I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Explain rounding numbers to the nearest whole number. Use this system:

- .0 to .49 rounds down
- .5 to .9 rounds up

Have students complete the worksheet, "Help a Friend," and discuss the hidden message.

Talk about friendship and the many ways we can help our friends such as:

- listen to them when they have problems or want to talk
- help them do well in school or in a sport or other activity [Remind students that cheating is not helping.]

Ask students the following questions and encourage discussion about the answers:

- What could you do to help a friend who was thinking about trying tobacco, alcohol, or other drugs?
- What would you do if a friend wanted you to help him or her get money for tobacco, alcohol, or other drugs?
- Would it be wrong to help that friend? Why?
- What if helping a friend caused you to break the law, be in danger, or be in trouble with an adult?

Conclude the lesson by having each student write a coded message requiring the receiver to round numbers to decode.

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Help a Friend"

"Help a Friend" Answer Key

1. Don't (39) use (42) drugs (31).
2. Help (99) them (13) avoid (14) cigarettes (83).
3. Help (99) them (13) avoid (14) alcohol (84).
4. Listen (11) to (29) them (13) when (79) they (62) are (23) feeling (46) bad (43).
5. Help (99) a (5) friend (55) say (101) no (25) to (29) drugs (31).

ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to round numbers.

NAME _____ DATE _____

Help a Friend

Round these numbers and find the hidden messages that can help you to help a friend.

1. 38.7 42.0 31.1
2. 99.3 12.9 55.0 13.6 82.6
3. 98.6 13.0 55.0 14.2 83.6
4. 11.0 28.6 13.3 55.0 78.9 61.9
5. 1.5 19.0 23.3 45.9 42.5
5. 99.0 4.5 55.3 101.4 24.8 28.7
- 30.9

listen—11	help—99	to—29
don't—39	is—23	use—42
avoid—14	your—13	when—79
drugs—31	a—5	we—70
friend—55	no—25	cigarettes—83
alcohol—84	he—62	yesterday—51
she—19	feeling—46	say—101
bad—43	or—2	



LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Identify examples of drugs, medicines, and abused substances.

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss classification. Some things can be classified by what they look like, how old they are, or what they do.

For example, drugs are classified by the way they affect the body:

- Some drugs cause the heart to beat more quickly. These are called stimulants.
- Some drugs cause the heart to beat more slowly. These are called depressants.
- Some drugs do not affect the heart directly but are still very harmful.

Have students complete the worksheet, "Which Is Which?" Discuss the answers and emphasize why each drug is classified this way.

Following discussion about the information on the worksheet, ask students to use the same information to construct a chart depicting heart rates related to the ingestion of certain drugs.

RESOURCES & MATERIALS

Worksheet: "Which Is Which?"

ESSENTIAL ELEMENTS

- *Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, and multiply decimals and fractions (not including mixed numbers).*
- *Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to interpret and construct charts and graphs.*

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NAME _____ DATE _____

Which Is Which?

Solve these problems and find the word at the bottom of the page that matches the correct answer. Write the word in the box beside the problem.

Stimulants (raise heart rate)

	$450 \div 90$
	89×14
	$999 \div 3$
	$1/8 \times 6/8$

Other drugs

	21×6
	$333 \div 3$

Not drugs

	$81 + 1001$
	$1/2 \times 3$
	13×65
	$852 - 635$

Depressants (lower heart rate, relax muscles)

	$8.88 \div 4$
	$55.36 \div 2$

6 / 64—cocaine

111—alcohol

3 / 2—milkshake

126—rum

5—cigarettes

515—wine cooler

1246—crack

1002—snuff

640—beer

27.68—sniffing spray paint

2.22—marijuana

217—oranges

1082—lemonade

845—cookie



LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review addition, subtraction, multiplication, and division of whole numbers, especially word problems.

Have students complete the worksheet, "Some Frightening Facts."

Have students exchange and grade papers. Discuss the correct answers and the facts associated with each question such as those listed below:

What are the main effects of smoking cigarettes?

- lung cancer
- death from lung cancer
- death from other diseases
- physical dependence

What are some effects of drinking alcohol?

- death or injury from drinking and driving
- shorter life expectancy
- heart disease
- physical dependence

What are some effects of designer drugs?

- overdose
- death
- brain damage

Discuss that alcohol, tobacco, and other drugs are illegal for all students and very harmful to all people. Just because someone does not die immediately from using tobacco, alcohol, and other illegal drugs does not mean that these things are safe.

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Some Frightening Facts"

"Some Frightening Facts" Answer Key

1. 29,167; 6,731; 959
2. 1,800
3. 1,375,000
4. 470,000
5. 50
6. 99,957; 86
7. 63
8. \$16; \$48; \$208; \$4

TEACHER TIP

Underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, multiply, and divide whole numbers.

NAME _____ DATE _____

Some Frightening Facts

Solve these word problems, showing all of your work on this paper.

1. At present, almost 350,000 people die each year from diseases related to smoking tobacco. On the average, how many people die:
each month? _____
each week? _____
each day? _____
2. Tobacco smoke contains 3000 different chemicals. A total of 1200 are poisonous. How many are not poisonous?
3. Each year 125,000 people die from heart disease brought on by smoking cigarettes. If this rate continues, how many will die in 11 years?
4. Thirty thousand people are killed and 500,000 are injured each year by drunk drivers. How many more people are hurt than killed?
5. In California, designer drugs have caused over 100 deaths due to overdose. If half of these deaths are women, approximately how many deaths are men?
6. In 1980, there was an average of 43 lung cancer deaths per 100,000 people. How many people out of the 100,000, on the average, did not die from lung cancer?

How many deaths occurred, on the average, per 200,000 people?
7. People who have a problem with drinking alcohol have a life span 11 years below the average life expectancy. If the average life expectancy is 74, how long, on the average, does a problem drinker live?
8. A person who dips snuff spends \$8 every two weeks on tobacco. How much money will this person spend in:

one week _____ three months _____ one year _____ one month _____



LESSON OBJECTIVE

- I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

ASSESSMENT CRITERION

Estimate the cost per use of tobacco, alcohol, and other drugs, and project annual costs of use.

ACTIVITIES & STRATEGIES

Review the number of days in a week, a month, and a year; the number of weeks in a month and a year; and the number of months in a year.

Briefly review the calculation of periods of time; for example, calculate days in a week ($\times 7$), a month ($\times 30$), and a year ($\times 365$).

Ask students questions about expenditures they or their parents might make daily, weekly, and monthly. Assign an approximate cost to each.

Examples:

What are some things you might buy every day?

- milk, 25 cents
- lunch, \$1
- gum or candy, 10 cents

What are some things your parents might buy every week?

- groceries, \$75
- gasoline, \$15
- a book or a toy, \$5

What are some things the family might spend money on every month?

- gifts for birthdays or other holidays, \$20
- clothing, \$200
- utility and insurance bills, \$300

Make a chart on the chalkboard listing these expenditures. Instruct students to calculate the amount of money that would be spent in a year for each of the items.

For example, ask:

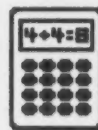
- How much is spent on lunch for a year?
- How much is spent on groceries in a month?

Have students complete the worksheet, "Daniel's Dilemma." Then discuss the amount of money Daniel is paying for smoking cigarettes. Ask students to suggest some things he could buy if he did not spend his money on cigarettes.

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to multiply whole numbers.

Mathematics Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Daniel's Dilemma"

NAME _____ DATE _____

Daniel's Dilemma

Help Daniel decide whether he should smoke cigarettes or not.

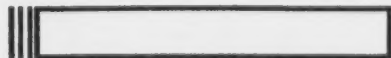
Use multiplication to show that smoking cigarettes can be very costly.



The Cost to Daniel if He Smokes	If Daniel Does Not Smoke, He Can Buy
• One pack of cigarettes costs \$1.75. • One pack every day for a week costs \$_____. • One pack every day for a month costs \$_____. • One pack every day for a year costs \$_____. • One pack every day for 5 years costs \$_____.	

Remember:

Smoking is not only expensive, but it is BAD for your health.



Don't go up in smoke!



Choose not to smoke cigarettes!



LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Review constructing bar graphs and interpreting and organizing data.

Discuss why we use graphs and charts.

- They present information in a form that is easy to read and understand.
- They present a great deal of information in one picture.

Discuss the definitions of the words "survey" and "data."

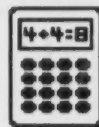
- A survey is a set of questions that a group of people answer.
- The answers that people give to the survey are called data.

Have students complete the worksheets, "Why Do People Buy? Part 1—Organizing the Data," and "Why Do People Buy? Part 2—Constructing the Graphs."

Discuss the graphs and how they show the information in a form that is easy to read.

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheets: "Why Do People Buy? Part 1—Organizing the Data," and "Why Do People Buy? Part 2—Constructing the Graphs"

ESSENTIAL ELEMENT

Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to collect data and to use the data to construct graphs and interpret and construct charts and graphs.

Why Do People Buy?

Part 1—Organizing the Data

In a recent survey in Supertown, USA, 100 people who use both tobacco and alcohol regularly were asked what influences them most to buy alcohol and tobacco products—television, magazines, newspapers, billboards, radio, or other forms of advertising. The following statistics were gathered. Use these statistics to complete the chart below and construct a bar graph in Part 2.

1. Fifty out of 100 people were most influenced by television ads for alcohol.
2. There was a tie (15 people each) between those influenced by billboards and magazine ads for alcohol.
3. Tobacco ads on racing cars, hot-air balloons, and T-shirts were some of the other ads not mentioned in the survey. Thirteen people said they were influenced most by these ads.
4. Forty out of 100 people said magazine tobacco ads most influenced their purchasing.
5. Radio alcohol ads influenced 20 people out of 100.
6. Newspaper tobacco ads were the most influential for this survey with 53 people choosing this response.
7. Only two out of the 100 people were influenced most by billboard ads to buy tobacco products.

A L C O H O L	Television	Magazines	Billboards	Radio
T O B A C C O	Magazines	Newspapers	Billboards	Other

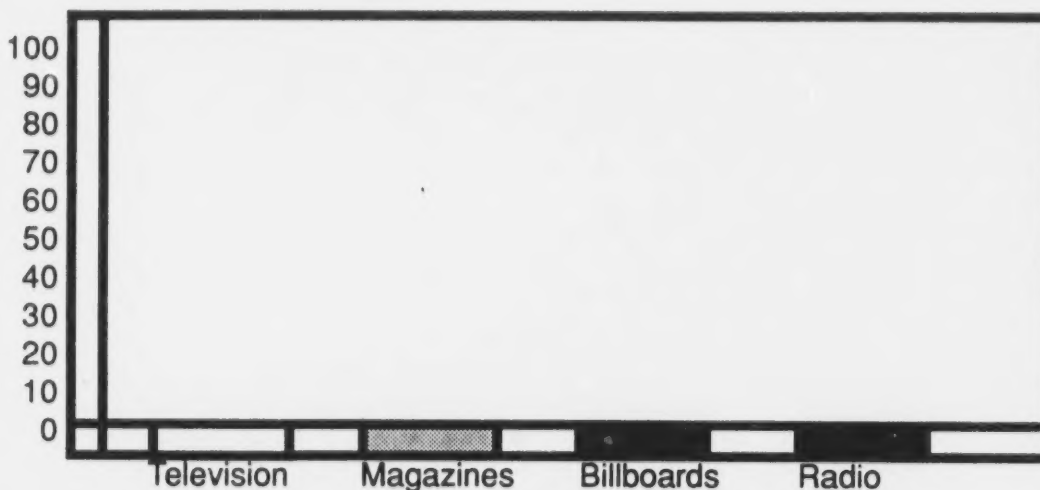


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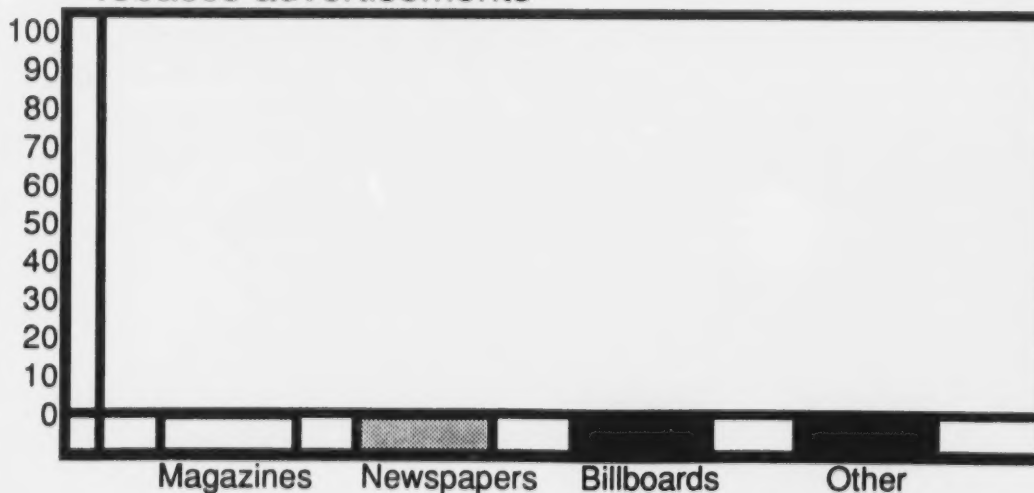
Why Do People Buy? Part 2—Constructing Graphs

Use the data collected on Part 1 and construct two bar graphs showing the results of the survey in Supertown, USA.

Alcohol advertisements



Tobacco advertisements



LESSON OBJECTIVES

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
- I.D-3. Describe public health problems related to tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain why we use graphs and charts, emphasizing that:

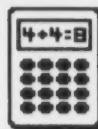
- They show information in a form that is easy to read and understand.
- They can convey a great deal of statistical information at one time.
- They allow us to see changes over a period of time.

Review reading bar graphs and charts.

Have students complete the worksheet, "Up in Smoke—Part 1" and "Up in Smoke—Part 2."

Mathematics

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheets: "Up in Smoke—Part 1" and "Up in Smoke—Part 2"

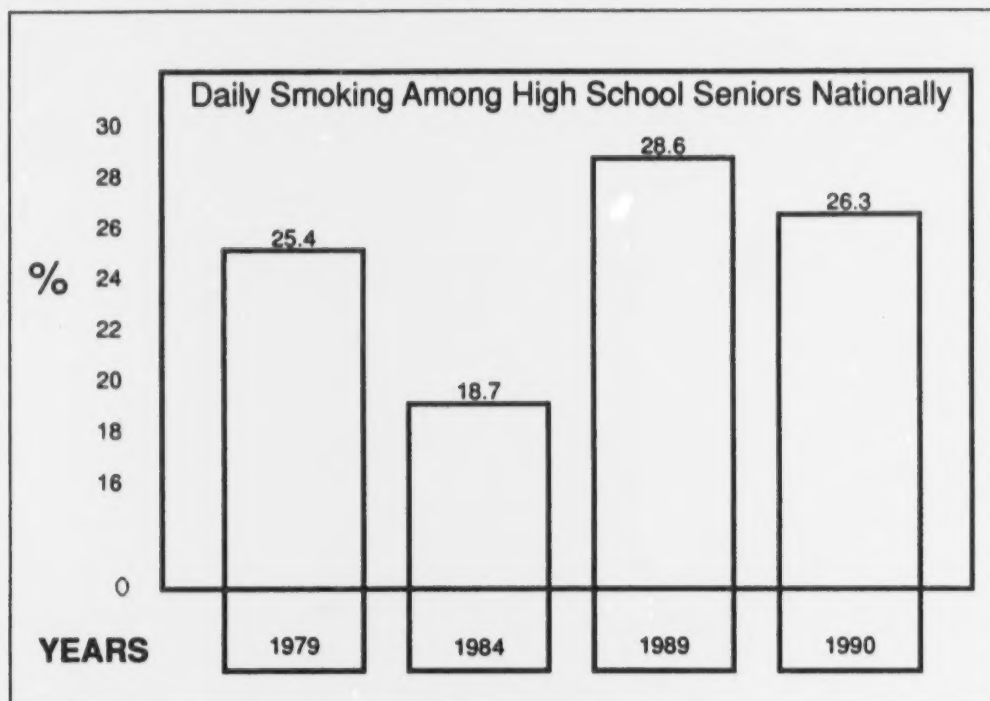
ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use charts and graphs.

NAME _____ DATE _____

Up in Smoke—Part 1

Answer the questions by reading the graph.

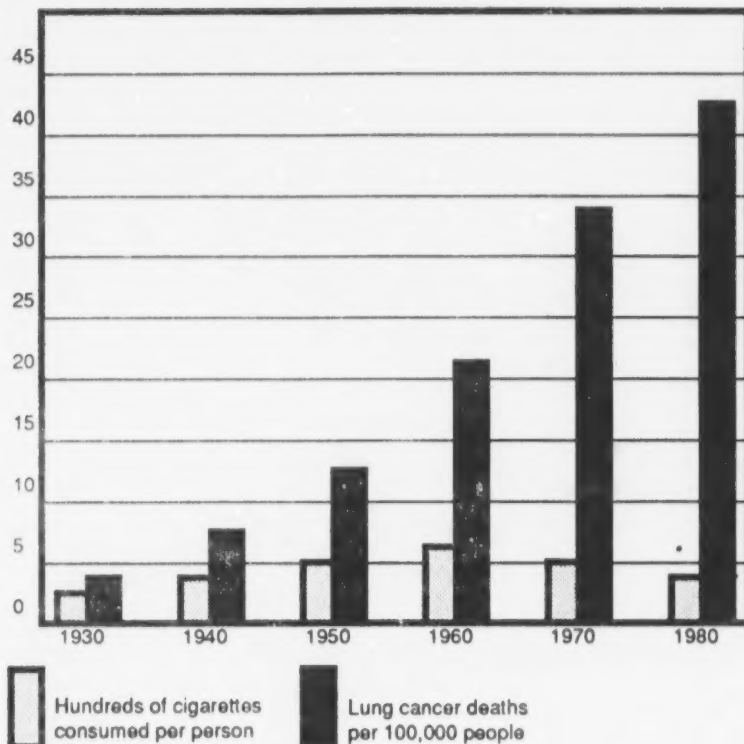


- Which class of high school seniors had the most smokers? _____
Which had the fewest smokers? _____
Why do you think this changed? _____
 - Which two classes had the fewest smokers? _____ and _____
 - What percent of seniors did not smoke in 1989? _____,
_____, and _____
 - How many more smokers did the class of '79 have than the class of '84? _____
 - What is the total percentage of smokers from 1989 to 1990? _____
What is the average? _____
- Do you predict an increase or a decrease in 1991 and on? _____
Why? _____



Up in Smoke—Part 2

Study this graph and answer the following questions.



1. How many people died of lung cancer in:

1940? _____ 1960? _____ 1970? _____

2. How many more people died of lung cancer in 1970 than in 1940? _____

3. What is the total number of people who died of lung cancer from 1930 to 1970?

4. How many hundreds of cigarettes were smoked per person in 1980? _____
 Did this increase or decrease from 1970? _____

5. How many hundreds of cigarettes were smoked from 1930 to 1980? _____

6. Do you predict that the number of lung cancer deaths will increase or decrease in the future? _____ Why? _____



LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERIA

- Identify effective decision-making skills.
- Identify ways in which individuals can improve their decision-making skills.

ACTIVITIES & STRATEGIES

Write the following on the board and have students compare the steps in the scientific method to steps in making a decision:

Scientific Method

define the problem
collect information
form the hypothesis
test the hypothesis
evaluate the choices
determine the answer

Decision-Making Model

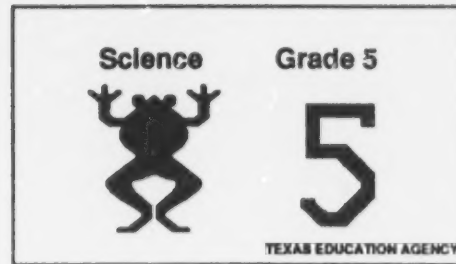
define the problem
get information
examine alternatives
predict the consequences
identify pressures
decide

Explain each of the steps in both the scientific method and the decision-making model and discuss the purpose and importance of each step.

Divide the class into groups and give each group a problem to solve using the decision-making steps just discussed. Sample problems are:

- You went to a movie last night and forgot to do your homework.
- You thought your mother was picking you up after school, but you've been waiting an hour and she's still not here.
- A popular student whom you'd like to get to know invites you to go behind the gym and smoke cigarettes.
- You see your older sister drinking beer with her friends at a neighborhood park. She asks you not to tell your parents.

Have students create posters depicting decision-making skills.



RESOURCES & MATERIALS

TEACHER TIP

To avoid confusing students about the various decision-making models, it may be useful for a school, or at least each grade level, to decide on an appropriate model to use in all classes.

Poster board

ESSENTIAL ELEMENTS

- *Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome from a trend in data.*
- *Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict cause-and-effect relationships.*

LESSON OBJECTIVES

- III.D-2. Describe the importance of setting realistic personal goals.
- III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

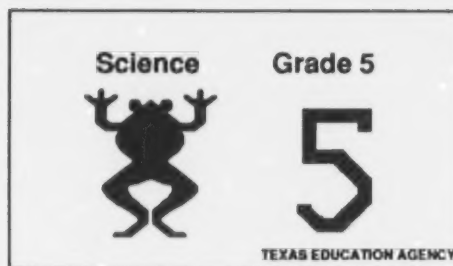
ACTIVITIES & STRATEGIES

Have the class work together to develop a survey showing how young people rank the factors of importance in their lives such as religion, friendship, health, school, family, money, and special talents and interests.

Divide the students into groups of three or four and ask each group to form a hypothesis on what the results will be.

Have students survey the entire school (or just their grade).

Evaluate and graph the results. Discuss the findings of the survey. Compare the results to the predictions made by the groups. Did any group form a hypothesis that was proven correct? Ask students if they are surprised by what they learned from the survey results.



RESOURCES & MATERIALS

Paper or graph paper

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify objects, actions, or events according to similarities and differences.

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Ask students if having friends who are positive role models is important. Follow up by having them brainstorm a list of traits such as being good at keeping secrets, listening to problems, and having similar interests that students look for in a friend. Discuss some of the traits named and let students explain their importance.

Present the following scenario to the class: Your friend, Joe, thinks that it's "grown up" to smoke cigarettes, but he doesn't want his parents to know he is doing it. Some of his family members smoke, his athletic "hero" advertises a particular brand, and one of his teachers smokes cigarettes after school and at ball games. Joe does not believe that smoking tobacco is harmful, but you know that it is and you want Joe to stop.

Have students use this scenario to brainstorm some ways to convince Joe that his smoking is unacceptable and harmful.

Demonstrate "I messages" and ask each student to create an "I message" to let Joe know that smoking affects him or her; an example is, "When you smoke, I feel _____ because _____."

Direct students in constructing a simple model to demonstrate the effect that smoking produces in the lungs of Joe and other smokers. Point out that the longer a person smokes, the greater the harm done to the lungs.

Science

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Two-liter plastic bottle with cap, 6-inch plastic or rubber tubing from hardware store, clay, cotton balls, one pack of nonfilter cigarettes, matches or lighter, tape

To make the smoking machine:

- Cut a hole in the bottle cap to insert the tubing.
- Push the tubing through the hole.
- Seal around tubing with the clay.
- Attach one cotton ball outside the bottle.
- Place the other cotton balls inside the bottle.
- Screw the cap onto the bottle.

To use the machine:

- Force the air out of the bottle by pressing it.
- Place an unlit cigarette in the tubing.
- Light the cigarette.
- Pump the bottle slowly. Unscrew the cap if necessary when pushing the air out of the bottle.
- When the cigarette is completely "smoked," extinguish it. "Smoke" enough cigarettes to leave a visible deposit of tar on the cotton balls inside the bottle.

TEACHER TIP

Clear the smoking demonstration with the principal. Conduct the demonstration in a large, open area with good ventilation.

ESSENTIAL ELEMENT

Science. Manipulative laboratory skills. The student shall be provided opportunities to construct models.

LESSON OBJECTIVE

- I.C-1. Describe potential risks of choosing friends who use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe how association with or proximity to individuals taking these risks jeopardizes other individuals.

ACTIVITIES & STRATEGIES

Recent research findings on the effects of "second-hand smoking" (or sidestream smoke) have told us that it is more harmful to nonsmokers than mainstream smoke which has been inhaled and exhaled by the smoker. Sidestream smoke contains twice the amount of tar and nicotine, three times the amount of benzopyrine, three times the carbon monoxide, and 70 times the ammonia of mainstream smoke.

After reviewing materials concerning sidestream smoke, divide the class into two groups to debate the pros and cons of banning smoking in public places and on all airplane flights. Keep in mind the following arguments for and against banning public smoking:

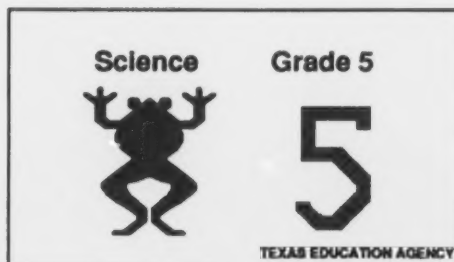
Pros:

- Sidestream smoke can cause cancer.
- Public smoking infringes on the rights of nonsmokers.
- Sidestream smoke can harm fetuses of pregnant women who do not smoke.

Cons:

- A ban on public smoking would infringe on the personal rights of smokers.
- Tobacco sales might decline, causing a loss of tobacco tax revenues.
- A ban on public smoking might result in a decrease in the amount of tobacco used and that would hurt the economy of the tobacco industry.

Through discussion, help the students to determine that the real issue in the debate is health versus economic concerns and to understand the cause and effect relationship of the two concerns.



RESOURCES & MATERIALS

Reference materials from American Lung Association relevant to sidestream smoke

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict cause-and-effect relationships.

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Ask students what it means to be immune to something. How does the body protect us from some diseases? Discuss the immune system.

Then ask students how a drug such as marijuana affects the immune system. Discuss the effects of marijuana on the human body. Emphasize that marijuana affects the function of the heart, lungs, mouth, and brain as well as the immune and reproductive systems. Ask students to list other effects of marijuana. Follow by displaying the "Facts About Marijuana" transparency on an overhead projector and allow students to ask questions about any fact they don't understand.

Distribute the worksheet, "Body Outline," and instruct students to put X's on the parts of the body they think are affected by marijuana. Then ask volunteers to place X's on the "Body Outline" overhead transparency and let students check their work.

Have students complete the worksheet, "Marijuana: How Much Do You Know?" Go over the answers to the questions in class. Encourage students to take their worksheets home and share the information with their families and friends.

Science

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Marijuana: A Second Look; American Lung Association; 3520 Executive Center Drive, Suite G-100; Austin, TX 78731; 1-800-252-LUNG

Overhead transparency: "Facts About Marijuana"

Worksheet: "Body Outline"
Overhead transparency: "Body Outline"

Worksheet: "Marijuana: How Much Do You Know?"

TEACHER TIP

Marijuana lowers the levels of male and female hormones. Marijuana impairs normal sexual development, fertility, and sexual functioning. The male sperm and female eggs are adversely affected by marijuana's toxic chemical. In young women, marijuana may also interfere with the menstrual cycle.

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify human body systems and their functions.

Facts About Marijuana

Marijuana contains more than 400 chemicals, many of which are very harmful.

Marijuana smoke has more cancer-causing agents than cigarette smoke.

The chemicals in marijuana smoke can remain in the body for up to a month.

Marijuana affects coordination and slows down thinking and reflexes.

Marijuana reduces a person's memory and affects comprehension.

Marijuana smokers often lose interest in schoolwork, sports, and other extracurricular activities.

Smoking marijuana can be especially harmful for young people because their bodies are still growing and developing.

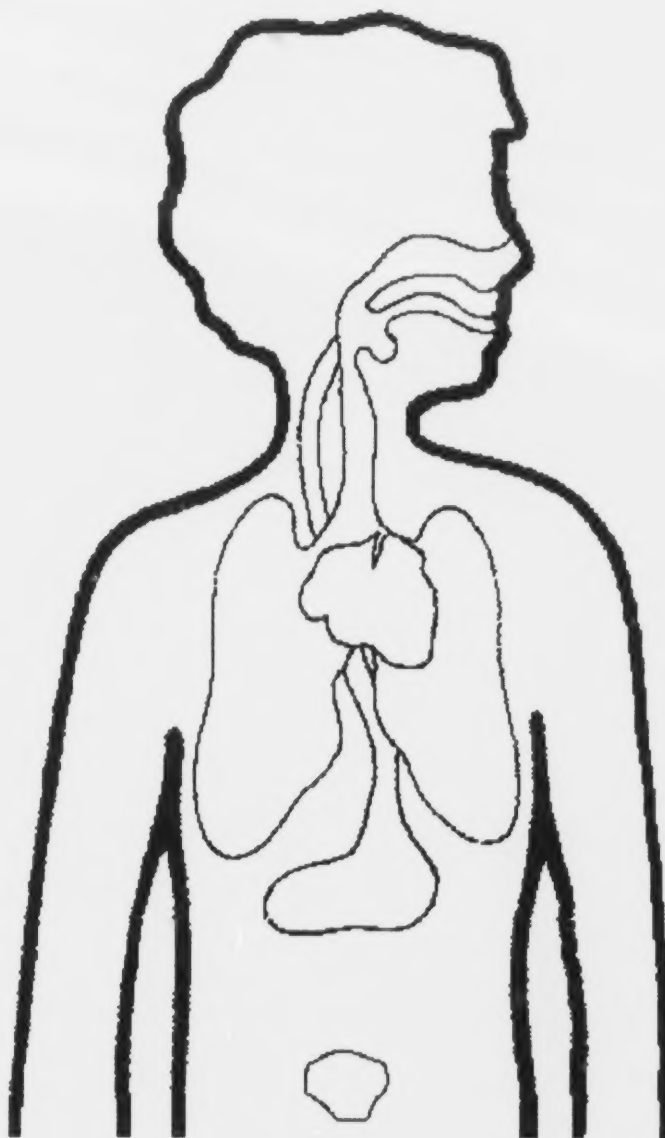
Marijuana is psychologically addictive.

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TEXAS EDUCATION AGENCY



NAME _____ DATE _____

Body Outline



Reproduced with permission:
American Lung Association of Maryland

**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



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NAME _____ DATE _____

Marijuana: How Much Do You Know?

Marijuana is a harmful drug. Take this quiz to find out how much you know.

1. Marijuana contains many harmful chemicals that can stay in the body _____ after the drug is used.
A. several hours B. a few minutes C. up to a month
2. People who smoke marijuana on a daily basis soon need to increase the amount they smoke to get the same high.
A. true B. false
3. Smoking marijuana is especially harmful for young teenagers because:
A. It costs a lot of money.
B. It can keep their bodies from developing properly.
C. It is not "cool."
4. Smoking marijuana makes learning more difficult because:
A. It affects a person's memory.
B. It causes breathing problems.
C. It is not allowed in school.
5. Marijuana affects coordination and slows down thinking. Why is smoking marijuana dangerous for a person driving a car? Swimming? Riding a bicycle?
6. How can smoking marijuana be harmful to an athlete's performance?
7. How can smoking be harmful to singers, dancers, actors, and other performers?
8. How can smoking marijuana be dangerous for a person who works with power tools?
9. On the back of this worksheet, list five reasons why a person should say "no" to marijuana.



LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Divide the class into groups of four or five students. Have one student in each group lie down on butcher paper while another student outlines his or her body. Then instruct groups to fill in the outlines by drawing the organs of the body that they think are affected by alcohol consumption. Compare the drawings produced by all the groups and show them a correct drawing.

Discuss how each of the following organs reacts to alcohol: stomach, liver, heart, brain (see Teacher Tip).

Ask the students to form their groups again. This time, give each group construction paper models of the stomach, liver, heart, and brain to place on the body outline. Have each group state the effects of alcohol on each organ. Then ask students to compare the placement of organs in the drawings done on the body outline with the placement where models were used to determine whether changes in placement were made.

Conclude the lesson by asking students to write, individually, an "I learned..." statement about the lesson.

Science

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Butcher paper, markers

Construction paper models of body organs

TEACHER TIP

When consumed, alcohol first goes to the stomach. Some of it will pass through the walls of the stomach and into the bloodstream. The stomach absorbs little alcohol. The majority of the alcohol will go to the small intestine where it enters the bloodstream and travels to all parts of the body. Alcohol travels to the brain and affects all areas causing problems with talking, walking, seeing, and memory. The alcohol that travels to the liver is broken down into carbon dioxide, water, and energy (oxidized). Excessive use of alcohol causes damage to the liver. The heart is weakened by alcohol and loses its normal rhythm.

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify human body systems and their functions.

LESSON OBJECTIVES

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
- I.A-5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.

ASSESSMENT CRITERION

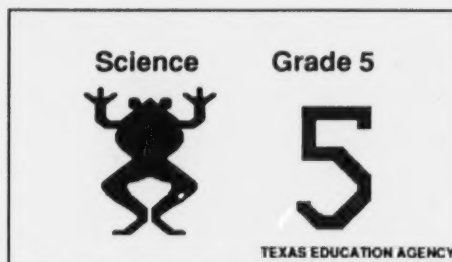
Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review parts of the body that are affected by alcohol (stomach, small intestine, liver, brain, heart).

Distribute the worksheet, "Body Outline," and have students trace the path of alcohol through the body and label the organs affected.

Hand out the worksheet, "Alcohol's Effect on the Brain." Have students color the areas of the brain as indicated. Then use the teacher resource to explain the harmful effects of alcohol on the different areas of the brain.



RESOURCES & MATERIALS

Worksheet: "Body Outline"

Worksheet: "Alcohol's Effect on the Brain"

Teacher Resource: "Alcohol's Effect on the Brain"

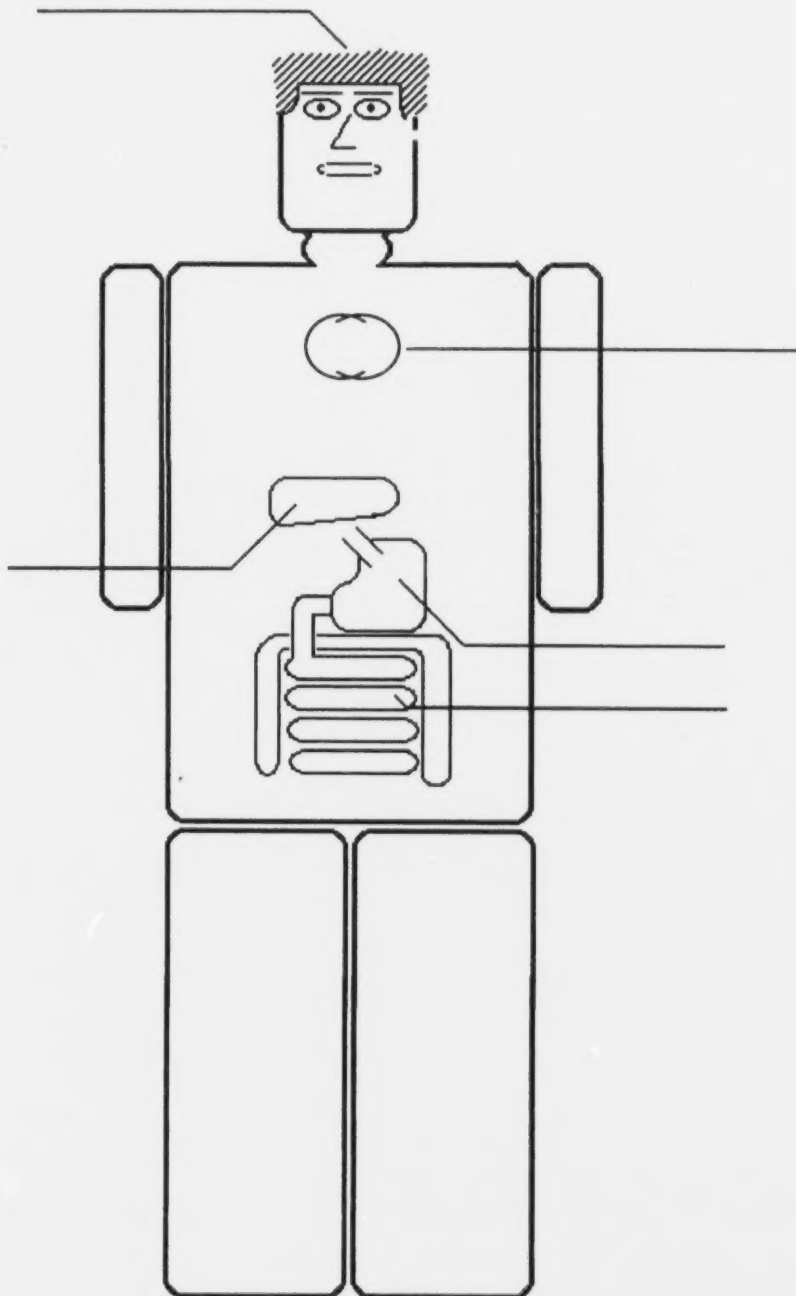
ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify human body systems and their functions.

NAME _____ DATE _____

Body Outline

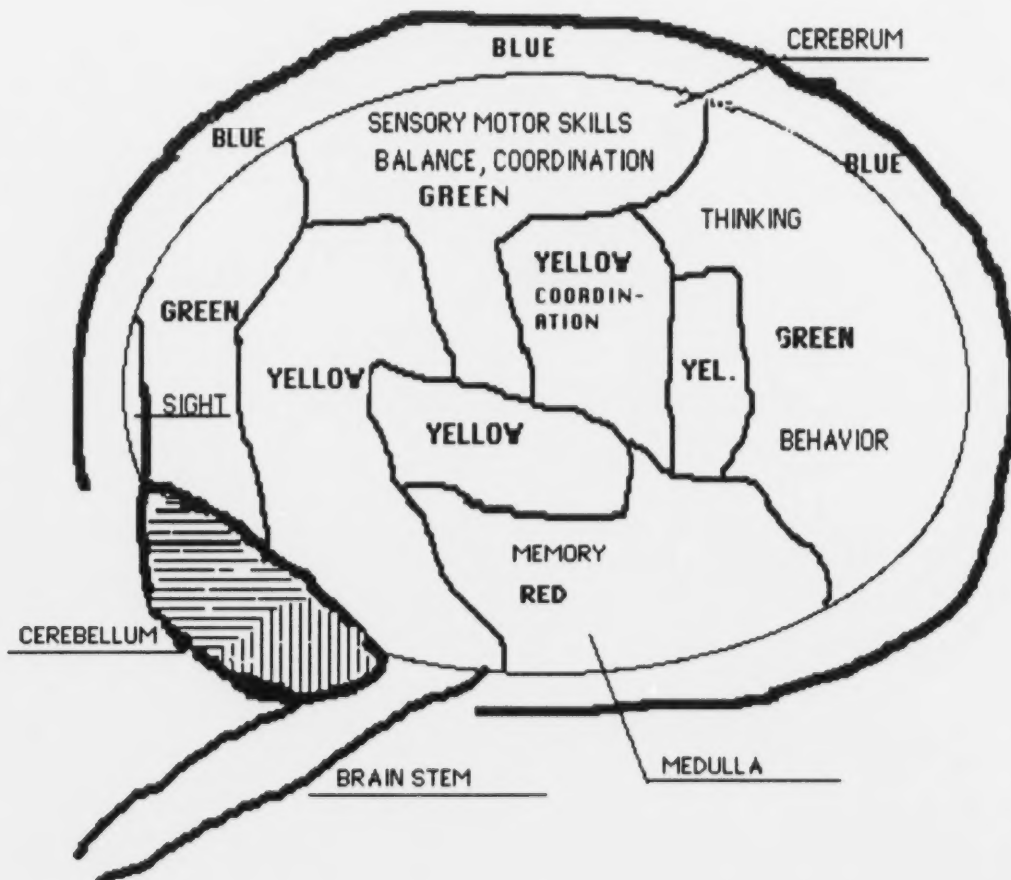
Locate the areas of the body that are affected by alcohol and describe how they are affected.



NAME _____

DATE _____

Alcohol's Effect on the Brain

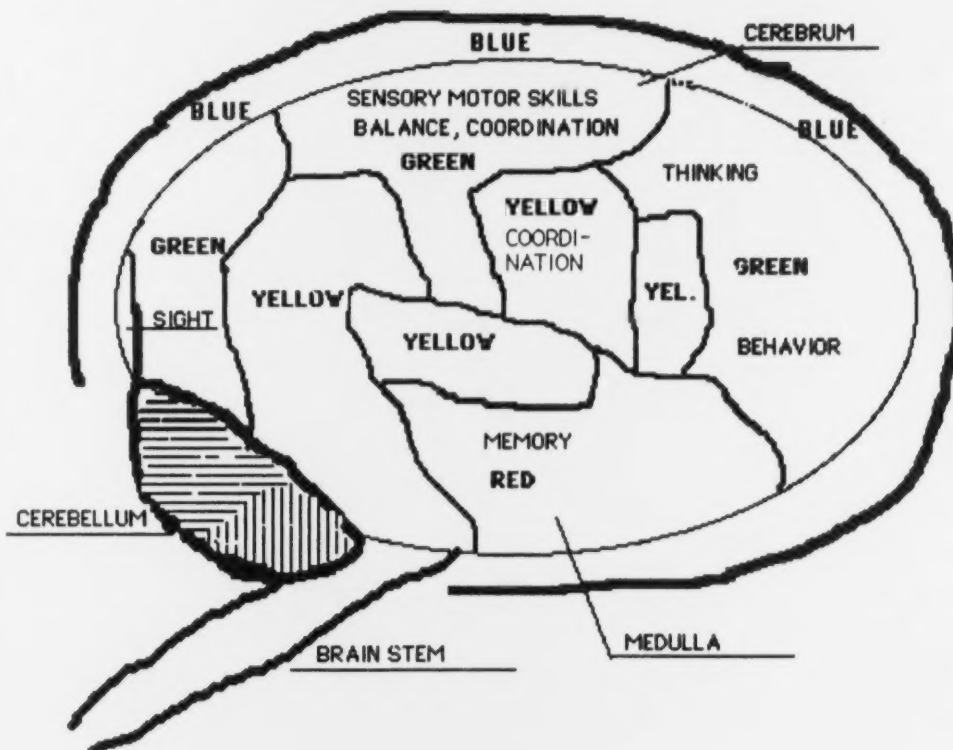


TEACHER RESOURCE

Alcohol's Effect on the Brain

Blue—one to two drinks
Yellow—five to seven drinks

Green—three to four drinks
Red—eight to twelve drinks



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TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Divide the class into four committees. Assign each committee the task of monitoring a particular media source for one week and reporting back to the class on the topics assigned. The assignments should be as follows:

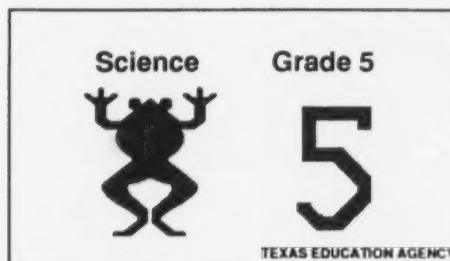
- Committee 1—survey television newscasts and report on news stories and features focusing on use of tobacco, alcohol, and other drugs.
- Committee 2—survey newspaper and news magazine articles and features and report on the articles and features focusing on use of tobacco, alcohol, and other drugs.
- Committee 3—survey radio news and talk shows and report on those focusing on tobacco, alcohol, and other drug use issues.
- Committee 4—survey selected television drama presentations (hour or half-hour regularly scheduled programs) and report on programs featuring tobacco, alcohol, and other drug use in their plots.

Tell students to think about the following things as they evaluate the assigned media:

- Did the representation of drug use seem factual or exaggerated?
- If facts were presented, were the sources of the information clearly identified?
- Was any incorrect information presented?

Have each group prepare an oral presentation describing how the assigned media source depicts tobacco, alcohol, and other drug use.

Then ask the students to predict the influence of the media on different age groups.



RESOURCES & MATERIALS

ESSENTIAL ELEMENTS

- *Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome from a trend in data.*
- *Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict cause-and-effect relationships.*

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Have students look through magazines and cut out ads that use the following advertising techniques:

- testimonial
- big name sell
- bandwagon
- slogan
- appeal to the senses
- attention appeal
- humor
- transfer

Have students classify the ads by the techniques used and paste the ads on sheets of paper. Instruct the students to title each sheet according to the technique used. Then have students complete the following sentence stems based on what they know about advertising:

- Ads can fool us by _____.
- One technique I feel is dishonest is _____.
- Something good about advertisements is _____.
- When I read a medicine advertisement I must remember that _____.

Have students keep a log of medicine advertisements on TV for one week. Instruct them to write down every medicine advertisement they see and use information in the log to prepare a chart. The chart should contain the following information: day, date, time, name of product advertised.

For each advertisement logged, answer the following question with a brief statement: Would you buy the product? Why?

At the end of the week, ask students to answer the following questions and compile the data into one classroom chart.

- At what times did you see the most medicine ads? Why do you think the medicines were advertised at this time?
- To what kind of people did the advertisements appeal? Why do you think they were written that way?
- How do you think medicine ads on television influence the people who buy medicine?

Ask students to predict a trend from the data gathered.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome from a trend in data.

Science

Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Magazines

TEACHER TIP

Advertising Techniques

- **Testimonial:** uses a famous person to testify to benefits received from the advertiser's product
- **Big name sell:** uses a famous person to give testimony about a product
- **Bandwagon:** entices consumers by implying that they must have what everyone else has
- **Slogan:** uses a catchy phrase to advertise a product
- **Appeal to the senses:** uses music or an enticing rhythm to make the consumer associate the product with feeling good; may use an animal or scene from nature
- **Attention appeal (or sex appeal):** implies that people who use the advertised product will be noticed
- **Humor:** makes people laugh or chuckle; especially appealing to children
- **Transfer:** uses attractive and successful people to convey the message that if the consumer uses this product, he or she will be glamorous and successful

TEACHER TIP

Emphasize the importance of taking medicine exactly as the directions state. Improper use or overuse of medicine can be harmful.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Using the "Advertising Survey" worksheet, have each member of the class survey five family members and/or friends. They should ask the interviewees to tell them the first thing that comes into their minds when asked the following questions:

- When I say "medicine advertisements," what is the first advertisement that comes into your mind?
- What is it about this advertisement that helps you remember it?
- Have you ever bought this product? If not, would you buy this product? Why or why not?
- Did the advertisement influence you to buy this product? If not, what made you decide to buy it?

Post all the surveys on the bulletin board. Have students compare their survey results with those of other students. Then have a class discussion about what the surveys revealed. Did any patterns emerge? How do these surveys relate to the information already learned about advertising?

Based on what they learned from the people they surveyed, have students invent an imaginary over-the-counter medicine and write an advertisement for it. Remind them to use an advertising technique that will get people to buy the product.

Allow students to present their ads to the class and get responses from classmates. Conclude the lesson by emphasizing that people should always be aware of the techniques advertisers use to persuade them to buy products.

Science

Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Advertising Survey"

TEACHER TIP

This lesson is an effective follow-up to the previous lesson on advertising techniques.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome from a trend in data.

NAME _____ DATE _____

Advertising Survey

Name	What is the first advertisement that comes into your mind?	Have you ever bought the advertised product? If not, would you buy this product? Why or why not?	Did the advertisement influence you to buy the product? If not, what made you decide to buy it?



LESSON OBJECTIVE

III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify local drug-free activities (such as team sports, performing arts, and physical fitness clubs for individual or group participation).

ACTIVITIES & STRATEGIES

Review information about heart disease.

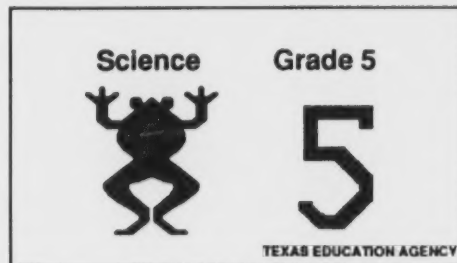
Review habits that could prevent heart disease such as regular exercise, not smoking, not drinking, and following a healthy diet.

Have students plan a personal exercise program that they can implement and continue. Students can use the "My Personal Exercise Program" worksheet to record the type of exercise, day, time, and repetitions of each exercise in which they participate.

Let students describe the exercise program they decide to follow to the rest of the class and explain how the program will affect their body systems.

Discuss additional drug-free activities in which students can participate such as sports or after-school jobs.

Ask the students to name ways they can influence their family, school, or community to cooperate in planning a drug-free society.



RESOURCES & MATERIALS

Worksheet: "My Personal Exercise Program"

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify human body systems and their functions.

NAME _____ DATE _____

My Personal Exercise Program

[illegible]

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TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Ask students to pretend they are preparing for a long, difficult journey during a specific time period in the past, present, or future of this country. Ask them to name materials they want to take on their journey. Then ask them to consider possible hardships or dangers they may encounter and list the characteristics they would want people joining them on the journey to have.

Continue the discussion by asking:

- Why did you choose these characteristics?
- Do you possess some of the same characteristics that you chose?
- What characteristics would you not want someone going with you on your journey to have?
- Do you possess any of those characteristics you would not want someone on your journey to have?

Have each student complete the worksheet, "Going on a Journey," individually. Ask students to be prepared to explain their choices of characteristics. After adequate discussion of the characteristics deemed desirable and undesirable by the students, ask them to categorize the characteristics listed on the worksheet under "Leaders," "Followers," "Undesirable," or "Not Applicable." Then ask students to place a check beside the traits they think, from their study of history, are representative of basic American civic values. Other characteristics may be added to the list.

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Law-Related Education units for upper elementary grades. (See Appendix F, p. 345.)

Worksheet: "Going on a Journey"

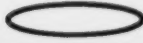
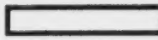
ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The students shall be provided opportunities to identify basic civic values of American society.

NAME _____ DATE _____

Going on a Journey

Pretend you are preparing for a journey. Pack your bags!

-  Circle the characteristics you want to take with you.
-  Draw a box around the characteristics you want to improve or get rid of (leave at home).
-  Underline the characteristics you want to have in the future.

crabby	polite	outspoken	attractive	hard worker	talented
shy	short	spiritual	impatient	loyal	responsible
creative	prejudiced	energetic	loud	artistic	smart
happy	competitive	studious	stubborn	selfish	sensitive
athletic	forgetful	withdrawn	trusting	skinny	mature
two-faced	friendly	moody	poised	tall	nervous
nagging	timid	wise	dishonest	heavy	quiet
angry	honest	dedicated	charming	respectful	loyal
aggressive	greedy	clumsy	petite	thoughtful	
lazy	reckless	well-built	rebellious	unselfish	bossy
lonely	proud	peaceful	gentle	slim	unique
pretty	talkative	conceited	naive	strong	fearful
					scared



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TEXAS EDUCATION AGENCY



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LESSON OBJECTIVE

I.A-5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.

ASSESSMENT CRITERION

Identify the processes necessary for making effective decisions.

ACTIVITIES & STRATEGIES

Discuss the characteristics of a good decision maker such as patience, intelligence, the ability to think logically, and the ability to think about both short- and long-term effects. Ask students to name several historic figures who they think were good decision makers.

Point out that sometimes we must make decisions that involve taking risks. Ask the students to use the dictionary to define risk. Explain that there are two kinds of risks—appropriate and inappropriate—and give examples of each. Talk about historic events that involved risk.

Explain that sometimes sharing our feelings may seem risky because of the uncertainty about what others will think. Some of us take risks when we talk with someone new at school, tell a friend about something upsetting that happened at home, or try out for a play. By taking such risks, we express our needs and wants. Friends and teachers are better prepared to give us encouragement and support if they know what we are feeling.

Ask students to give examples of "I dare you" risks. Did any of the historic figures mentioned earlier take risks? What kind of risks? Were the results of their risk-taking appropriate or inappropriate considering the information they had?

Have students complete the worksheet, "Dares and Risks—Now and Then."

Conclude the lesson by having students distinguish between some appropriate and inappropriate risks for their age group. Discuss ways to decide what may or may not be considered appropriate by their families or the community.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to follow standards of ethical and moral conduct.

Social Studies Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Dictionary

TEACHER TIP

This lesson provides an excellent opportunity to remind students that taking dares or risks concerning use of tobacco, alcohol, or other drugs is inappropriate and very dangerous.

Worksheet: "Dares and Risks—Now and Then"

NAME _____ DATE _____

Dares and Risks—Now and Then

List three people in history who dared to do something risky:

- 1.
- 2.
- 3.

List the risk that each of the three people named above took.

- 1.
- 2.
- 3.

Write something risky you have done this week.

Write something risky you have done today.

How did you feel when you took the risk?

Name one risk in judgment.

Name one physical risk.

CAUTION

Using tobacco, alcohol, and other drugs is a risk not worth taking.



LESSON OBJECTIVE

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

ASSESSMENT CRITERION

Identify possible emotional stresses of living with a family member who uses tobacco, alcohol, and/or other drugs.

ACTIVITIES & STRATEGIES

As a class, discuss the meaning of "family." Ask students to name different kinds of family systems and list them on the board. Examples are traditional, single parent, blended, extended, foster, and adopted.

Emphasize that there is no right or wrong kind of family and that families may differ but all families are special in their own way.

Also stress that students cannot change the relationship between their parents and that they are not to blame if their parents fight or become divorced; nor is it their fault if parents use drugs such as tobacco, alcohol, or cocaine.

Divide students into small groups. Have students complete the worksheet, "Family Tree," and share it with their groups. Remind them that they may add boxes to include stepparents or other people living with the family.

Distribute the worksheet, "A Letter to a Parent." Ask students to take the letter home and to bring back family pictures and stories, if possible. Use these family pictures and stories to point out how special every family is. As students share, identify some of the apparent basic values of the family members and the societal values of their times.

Social Studies Grade 5



5

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Handle this exercise with sensitivity. The family tree exercise may not be acceptable to some parents and may be painful for some students. In the event there is an adverse reaction, a referral to the school counselor would be in order.

Worksheet: "My Family Tree"

Worksheet: "A Letter to a Parent"

ESSENTIAL ELEMENT

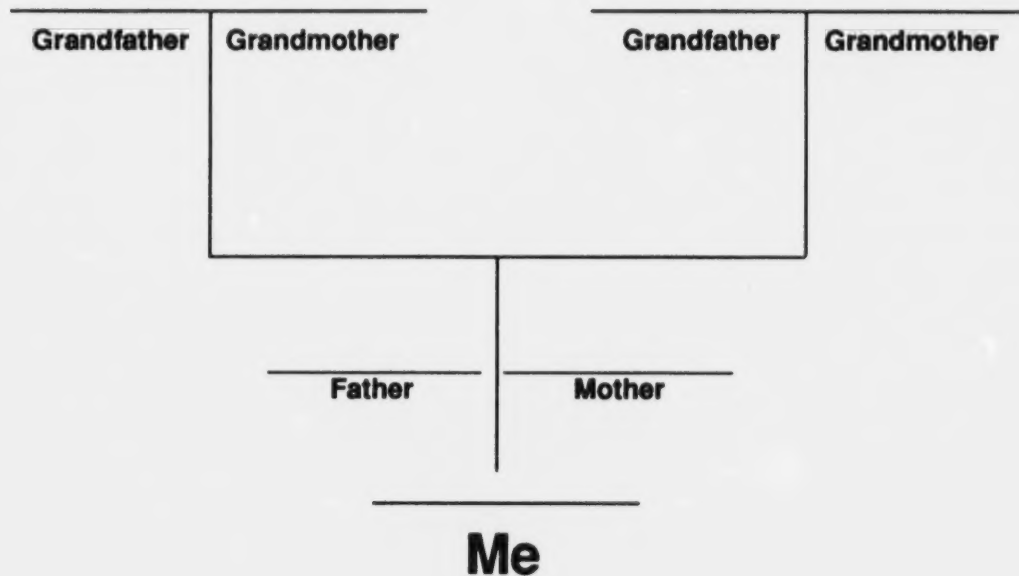
Social studies. Personal, social, and civic responsibilities. The student shall be provided the opportunities to identify traits of democratic leadership, respect rights of others to behave in ways consistent with personal and societal value systems, follow standards of ethical and moral conduct, and identify basic civic values of American society.

NAME _____ DATE _____

My Family Tree

FATHER'S FAMILY

MOTHER'S FAMILY



**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



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NAME _____ DATE _____

A Letter to a Parent

Dear Parent,

My class is learning about the importance of family. Families are a very important part of history. This letter is to ask you to help me learn more about the people in my family such as grandmothers, grandfathers, uncles, and aunts through old pictures and stories.

My teacher would appreciate it if you would help me collect pictures of my relatives and tell me some stories about their lives.

Thank you.

Love,



LESSON OBJECTIVE

- I.C-1. Describe potential risks of choosing friends who use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe how association with or proximity to individuals taking these risks jeopardizes other individuals.

ACTIVITIES & STRATEGIES

Review the problem-solving model ordinarily used by the class. Then write the following situations on the board:

- Your friend wants you to smoke cigarettes. What will you do?
- A group of kids is going to different stores to shoplift clothes, toys, and candy. What will you do?
- You did not study for a test and you are thinking about cheating. What will you do?
- A group of your friends is going to stay out late without permission. What will you do?

Have a class discussion about each situation, asking for volunteers to share their responses. Then pass out the worksheet, "Who Can Help Me Decide?" Have students choose one of the situations discussed and list how each person on the worksheet might influence the decision.

Divide the class into small groups and discuss completed worksheets. Choose one situation and, as a group, list several ways to solve the problem. Record solutions on the worksheet, "Solving Problems."

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

A sample problem-solving model is to:

- Identify the problem.
- Describe possible solutions.
- Evaluate choices and decide on one.
- Act on choices.
- Learn from action.

Worksheet: "Who Can Help Me Decide?"

Worksheet: "Solving Problems"

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to identify traits of democratic leadership, respect rights of others to behave in ways consistent with personal and societal value systems, follow standard of ethical and moral conduct, and identify basic civic values of American society.

NAME _____ DATE _____

Who Can Help Me Decide ?

What is a decision you need to make?

What is your decision?

Write what you think each of these persons might say about your decision:



a police officer



a parent



an adult friend



a teacher



a grandparent



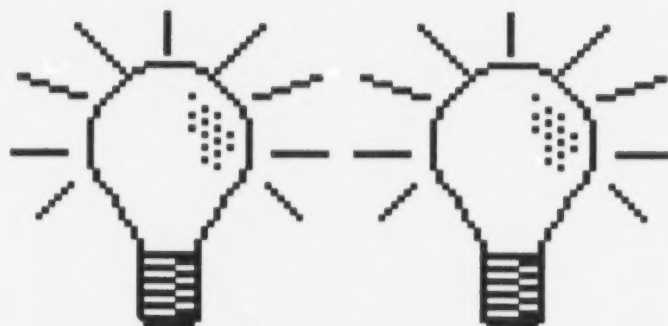
a friend



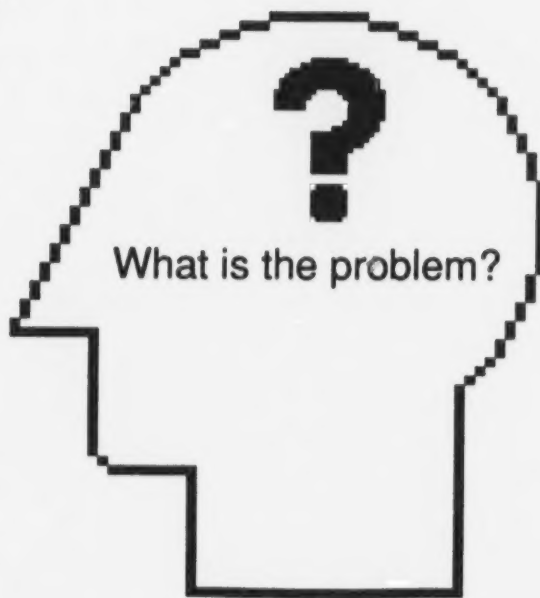
NAME _____

DATE _____

Solving Problems



What are
some of the
ways this
problem can
be solved
appropriately?



What is the problem?

**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Ask the students whether people can disagree on important issues and still be friends. Let them give examples from their experiences. Then ask for examples in history when people or countries disagreed but each still respected the other's rights.

During the class discussion, let students also share ways that they can show respect for their friends' right to disagree with them.

Have students brainstorm ways to say "no" when they do not agree with their friends. List these on the board. Stress that people should not be pressured into doing something they know is wrong or bad for them.

As a class, discuss and complete the situation on the overhead transparency, "Ways to Say No."

Following the class discussion, give each student the worksheet, "Ways to Say No," to complete. Conclude the lesson by asking students to share their answers with the class. Record responses and let students vote on the five best answers or actions.

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Overhead transparency: "Ways to Say No"

Worksheet: "Ways to Say No"

"Ways to Say No" SAMPLE ANSWERS

1. Saying, "No, thanks"
2. Giving a reason or excuse
3. Walking away
4. Changing the subject
5. Avoiding the situation

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to respect the rights of others to behave in ways consistent with personal and societal value systems.

Ways to Say No

Joe wants to spend Saturday afternoon repairing his bike. Sam wants Joe to go to a movie with him.

What are some ways Joe can say "no" when Sam invites him to the movies?

1.

2.

3.

4.

5.

**WE'RE PUSHING FOR
A DRUG-FREE STATE**
TEXAS EDUCATION AGENCY



NAME _____ DATE _____

Ways to Say No

You meet a schoolmate in the park on a Saturday afternoon. Instead of wanting to fly the new kite you have, your friend wants to smoke cigarettes. You know that smoking is against the law for children and that it is harmful to anybody's health.

What are some ways to tell your friend "no"?

1.

2.

3.

4.

5.

NO

No

No!



LESSON OBJECTIVE

I.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

ASSESSMENT CRITERION

Identify categories of crimes typically committed when a person is under the influence of or when acquiring money for the purchase of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Discuss the topic of crime. Discuss possible reasons for crime throughout history. Ask students if these same reasons explain present-day crime.

Divide the class into groups and have each group research one aspect of crime as it relates to alcohol such as:

- drunk driving
- family violence

Or crime as it relates to drug use such as:

- crimes committed to obtain money to help support habits
- crimes committed while under the influence
- crimes involving sale or purchase of drugs

Have the groups map the causes and effects of crime on the worksheet, "Learning About Crime."

Poverty and unemployment probably will be listed as causes and/or effects of crime. The discussion could move from either of these topics to a discussion of one or more of the following:

- the economy in general
- economic interdependence
- the law of supply and demand
- the change in the U.S. from an agricultural to an industrial society

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Newspapers for research on crime and violence

Worksheet: "Learning About Crime"

ESSENTIAL ELEMENT

Social studies. The American economic system. The student shall be provided opportunities to describe economic activities in regions of the United States; explain why conservation of economic resources is important; describe how transportation and communications have contributed to economic interdependence within the United States; describe buyers' and sellers' reactions to price (laws of demand and supply) and market clearing price; and explain how ways of work have changed over time.

Learning About Crime

Crime is caused by many things; but crime also causes many things to happen. The things caused by crime are the effects. Use the diagram below to map out some causes and effects of crime.



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LESSON OBJECTIVE

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Recognize that current information on the effects of tobacco, alcohol, and other drug use shows more harmful effects than were known in the past.

ACTIVITIES & STRATEGIES

Arrange for the school librarian to review the use of reference materials with the students. Then have students choose a specified time period to research to determine how the people of that era viewed the following issues:

- the use of alcohol
- the use of tobacco
- the use of drugs such as marijuana and cocaine

Instruct students to try to find the answers to these questions:

- How was tobacco, alcohol, and other drug use viewed by people of that time?
- Were some of these drugs used more than others?
- Was drug use more or less widespread than it is today?
- What were the laws concerning tobacco, alcohol, and drug use at that time in history?
- How do you think views of today are different from those of many years ago concerning the use of tobacco, alcohol, and other drugs?
- Do you think these views will change in the future?

Have the students use the information gathered to write an article for a hypothetical newspaper of the era researched or a comparison article for a current newspaper.

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

School librarian

Reference books: almanacs, encyclopedias, laws relating to drug use

TEACHER TIP

Point out to students that current research on the use of tobacco, alcohol, and other drugs indicates more harmful effects from these drugs than was previously known.

ESSENTIAL ELEMENT

Social studies. The student shall be provided opportunities to locate information in reference works (atlas, almanac, encyclopedia, etc).

LESSON OBJECTIVES

- III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.
- III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERION

Identify local drug-free activities such as helping others.

ACTIVITIES & STRATEGIES

Discuss the fact that what we do affects others just as things others do affect us. Ask students to think of things to say or do that would make them and others feel better.

For example, they could:

- say "Way to go!"
- invite a new student to play
- tell a friend how much they like to be with him or her
- ask others their opinions about something and listen carefully to what they say

Have students make paper buttons similar to campaign buttons with positive messages. Instruct each student to create three buttons. Encourage them to keep one button and give the other two away. Emphasize that they should give the buttons to students they aren't close to every day. Tell students that the messages should be positive and communicate personal or societal values.

Sample messages for the buttons are:

- Good for you!
- Be happy!
- Be healthy!
- I'm drug-free.

Use the button activity as an introduction to a mock presidential campaign. Divide the class into two large groups with each group supporting an historic or hypothetical presidential candidate. Let the groups write slogans and design buttons to support their candidates.

Social Studies Grade 5



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Paper, scissors, markers, straight pins

TEACHER TIP

This activity may be conducted in conjunction with lessons about the election system and campaigning.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to respect the rights of others to behave in ways consistent with personal and societal value systems.

Education
for
Self-Responsibility II:
**PREVENTION
OF
DRUG USE**

Sample Lessons

GRADE
6

WE'RE PUSHING FOR
A DRUG-FREE STATE



LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Discuss the attributes that make each person unique such as likes, dislikes, abilities, character traits, and appearance. Point out that when a person is proud of an attribute, he or she can let others know about it in an appropriate way.

Have students list their positive attributes on a sheet of paper. Then let them choose one attribute to highlight on a button they design themselves. Buttons might say something similar to "Readers Are Leaders" or "Computer Genius." Encourage the students to be as artistic as possible. If possible, use a button press and make the students' art work into real buttons.

At the conclusion of the activity, ask students:

- What do you like about your button? Why?
- Will you wear it?
- If someone asks you to explain the button, what will you say to them?

Fine Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Heavy paper, scissors, markers,
button press (optional)

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery and to experiment with art materials to understand properties and develop manipulative skills.

LESSON OBJECTIVES

- III.B-1. Communicate thoughts, feelings, and opinions appropriately.
- III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Explain that everyone feels uncomfortable sometimes.

We may feel bad physically (from a headache or upset stomach) or emotionally. No matter why we are feeling bad, we should express our feelings rather than try to ignore them. Some people use alcohol, tobacco, or other drugs to try to conceal uncomfortable feelings rather than talking about those feelings with someone who can be sympathetic and helpful. Another outlet for our feelings can be through artistic expression, which also serves as a form of communication.

Provide students with paper, paints, markers, charcoal, pastels, and other available materials. Have students identify an uncomfortable feeling and express it through the use of color and a variety of media.

Show student artwork one piece at a time. Have students try to guess what feeling each work represents. Display all art work. Point out the different media used. Ask students to answer the following questions:

- Which media was most effective in expressing feelings?
- Which media was used most often? Least often?
- What colors were used most often? Least often?
- How can art help us to express all feelings, not just uncomfortable ones?

Fine Arts



Grade 6

6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Paper, paints, markers, charcoal, pastels, other art supplies

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery; and to experiment with art materials to understand properties and develop manipulative skills.

LESSON OBJECTIVES

- III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that cause individuals to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Using examples from literature such as *Grey Cloud*, have students read selected excerpts aloud and let the class discuss the reactions to peer pressure described in each reading selection. Expand the discussion to include peer pressure experienced by the students. List ways students make themselves part of a group (a logo or other symbol, for example). Then list actions that cause students to feel ostracized—not being included in activities or being last to be chosen in a game. Ask students to suggest ways of overcoming negative peer pressure including:

- changing the subject
- suggesting an alternate activity
- saying, "You know my parents. They'd kill me."

Following the discussion, have students use the prewriting strategy of drawing to draw a comic strip depicting extreme actions such as taking a dare or playing "chicken" that some students take to be accepted. Then have them draw a second comic strip showing one way to say "no" to peer pressure.

Display the comic strips in the classroom or around the building.

Fine Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Peer Pressure Reversal by Sharon Scott.

Excerpts from *Grey Cloud* by Charlotte Graeber, *Four Winds*, 1979.

Paper, pens, markers

See drawing strategy, social studies, p. 287.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery; and to experiment with art materials to understand properties and develop manipulative skills.

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

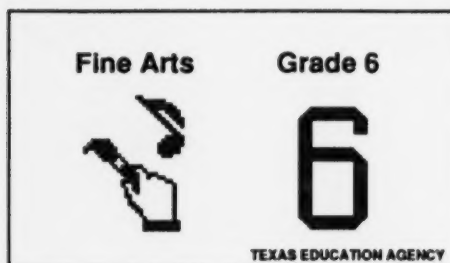
ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Instruct students to select a substance such as alcohol or tobacco and identify reasons why this substance should not be used. Have students write ads to convince an audience of their peers not to use that drug. Stress the importance of using catchy slogans and bright colors when designing the ad.

The ads may be placed on poster board and displayed around the school, published in the school newspaper, or combined to create a booklet of mimeographed ads to share with other classes and/or younger elementary grades.



RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Art. Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to apply art knowledge and judgment (person, home, and community).

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Display the overhead transparency, "Advertising Techniques," and discuss each of the techniques described. Then hold up an ad and have students decide which technique was used in the ad.

Divide the class into groups. Instruct each group to develop an ad that tells the truth about tobacco, alcohol, or other drugs. Groups may invent products or choose products that already exist. Their ads may be entirely original or they may be imitations of ads they've seen.

Write the following steps on the board as guidelines for developing the ads:

- Choose a substance: tobacco, alcohol, or other drug.
- Think of reasons not to use the substance.
- Choose one or more advertising techniques.
- Use the techniques to convince your audience not to use the substance.

Encourage students to be creative. Give the following examples of ads that would portray tobacco, alcohol, and other drugs truthfully:

- a beer ad showing a person with a pot belly
- a cigarette ad depicting a smoker with bad breath
- a cigarette ad showing a person with wrinkled skin and stained teeth
- a liquor ad showing a traffic accident caused by someone drinking and driving
- someone getting ill after using marijuana
- someone being arrested for using marijuana in school

Allow each group to share its ad with the class and describe the techniques used and why.

Display the ads throughout the school.

Fine Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Overhead transparency: "Advertising Techniques"

For more information:

Pass-Up, American Lung Association of Los Angeles County, 1984, p. 75.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

Advertising Techniques

Sex Appeal Technique

A tobacco ad featuring a pretty girl is saying that you'll be glamorous, too, if you smoke this brand. An alcohol ad with a strong, rugged man is saying that you'll be strong, too, if you drink this product.

Having Fun Technique

An ad showing people having fun is saying that you'll have fun if you use this product.

Comparison Technique

A tobacco ad saying a certain cigarette is the lowest in tar and nicotine is implying that this brand of cigarette is healthier to smoke than others.

Snob Appeal Technique

An ad showing someone rich and famous using a substance is saying that if you use that substance, you'll be rich and famous, too.

Join the Crowd Technique

A commercial showing a big group of people drinking the same beer and having a good time is saying that if you drink a certain brand of beer, you will be a part of the "in group."

Symbol Technique

A symbol associated with a product such as a rugged cowboy with a brand of cigarettes or powerful horses with a brand of beer says that smoking or drinking these brands will make you appear to be the rustic, outdoor, he-man type.



LESSON OBJECTIVES

- III.D-1. Identify, develop, and practice effective decision-making skills.
- III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

Health

Grade 6



6

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

In each of the four corners of the room, hang signs with the following directions on them:

- Go with the group.
- Leave the group.
- Try to change the group's opinion.
- Stay with the group, but keep my opinion.

Read to the students a brief situation in which peer pressure is involved. Example: Latonia and three of her girl friends walked to the mall on Friday night. Just before closing time, Latonia and her friends saw Cory, a friend of Latonia's older brother. Cory started to walk the girls home. While walking, Cory lit a cigarette and offered cigarettes to Latonia and her friends. Latonia's friends took the cigarettes and began smoking. If you were Latonia, what would you do?

When the story is finished, have students choose to stand under the sign that best describes the action they would take in such a situation. Ask the students to explain their choices. Did they go to the corner where their friends were? Is it easier to go by yourself or with the group?

As a debriefing activity, encourage students to discuss the choices available to them. Try to get consensus on the opinion that the best action for them to take is one that will prevent their smoking.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

LESSON OBJECTIVES

- III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
- III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

This exercise will introduce students to the stress each member of a family encounters.

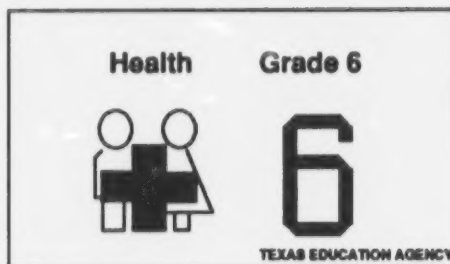
Conduct a role play called "6 on 1." In the role play, one individual is bombarded by six other characters who want or need something all at once.

Assign one student the role of the mother in a family. Assign six other students the following roles:

- father
- teenage daughter
- seven-year-old son
- boss
- mother-in-law
- PTA leader

Let each character pretend that he or she wants or needs something. Give each student approximately 30 seconds to make demands and create stress for the mother. Then have two of the characters talk at once for 10 seconds, and finally, have everyone make demands on the mother at one time. If she is like most people, she will find it difficult to remain calm. After the role play, the mother should lead a discussion on healthy ways to handle stress. (Examples: talk with a friend, take a hot bath, take a walk.) Ask students what the mother could do in a situation such as the one that was dramatized. Ask students if they have ever felt that everybody they knew was pressuring them for some reason. If so, ask them to describe the situations and tell how they responded to the stress.

Conclude the lesson by reiterating healthy ways to handle stress.



RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain the concept of blood-alcohol content.

Demonstrate one of the factors that affect blood-alcohol content by conducting the following experiment. Place two different sizes of jars on a table and fill the jars with water. Drop equal amounts of blue food coloring into the jars. The students will be able to see that the smaller jar takes fewer drops of food color to color the water a deep blue. Correlate this observation with the use of alcohol in that alcohol affects every person differently depending on the body weight.

Distribute "The Effects of Alcohol" handout and discuss the effects of different levels of alcohol on the body. The objective is to prevent the use of alcohol rather than inform that specific amounts cause certain effects, so point out that any amount of alcohol in the body produces negative effects. This is especially true for young people. Alcohol impairs the development of the body in preadolescents and adolescents. Additionally, students should have an awareness of the effects of alcohol on the body to warn them to stay away from people who may cause accidents, exercise poor judgment, or otherwise endanger lives.

Health

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Glass jars, food coloring

Handout: "The Effects of Alcohol"

Houghton Mifflin Health © 1987. Used with permission, Houghton Mifflin Company.

TEACHER TIP

Blood-alcohol content is a measure of alcoholic intoxication. It measures the number of milligrams of ethanol in each milliliter of blood. Blood-alcohol content is expressed as a percentage of total blood content. The higher the blood-alcohol level, the greater the alcohol's effect on body and mind.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

The Effects of Alcohol

(Figures are based on mature body systems only.
Smaller amounts increase the negative effects on young people.)

BAC*	EFFECTS
0.1	• dulls intelligence, sensory perceptions, and motor skills • lowers inhibitions, increases talkativeness and activity • encourages false confidence and bravado
0.2	• inhibits clear thinking, impairs memory, slows movement • encourages bursts of anger, weeping, and excitement • inhibits balance; causes difficulty in walking a straight line
0.3	• impairs function of all sense organs; slurs speech; may cause double vision and staggering • inhibits judgment of distances; encourages sudden and exaggerated mood shifts
0.4	• severely reduces nervous and mental functions • greatly inhibits control of body movements; stimulates uncontrolled vomiting and urination • may lead to unconsciousness
0.5	• usually causes unconsciousness; reduced reflexes • severely reduces blood pressure, breathing, and heartbeat • inactivates brain function
Over 0.5	• usually causes death

*Blood-alcohol content

Houghton Mifflin Health © 1987.
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LESSON OBJECTIVE

II.B-10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify emotional and psychological conditions and events that increase the likelihood of one's becoming addicted.

ACTIVITIES & STRATEGIES

Ask students to name some unpleasant feelings that we all experience from time to time such as anger, fear, guilt, and loneliness. Begin a web on the chalkboard to explore the topic of "unpleasant feelings." Use the feelings previously named and ask students to suggest others. Then ask volunteers to suggest ways of coping with these feelings. (See web in the right-hand column.)

Explain that everyone has his or her own way of coping with these feelings and that some people choose unhealthy ways to handle difficult feelings. For instance, some people wrongly believe that drugs will help them deal with their problems. People who resort to drugs on a regular basis may have a disease called drug or chemical dependency.

Ask students to express their ideas on what chemical dependency means. Point out that a chemically dependent person depends on drugs and cannot stop taking drugs.

Emphasize that we all take medicines sometimes and that medicines are beneficial when prescribed by a doctor and taken correctly.

Conclude the activity by having students write an "I learned..." statement.

Health

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS



TEACHER TIP

Be sure to emphasize that some people have medical problems such as diabetes or heart problems that require them to take medicine regularly. In these situations, medicines are needed for their therapeutic value, and the people for whom the medications are prescribed are not considered chemically dependent.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

LESSON OBJECTIVES

- I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
- I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

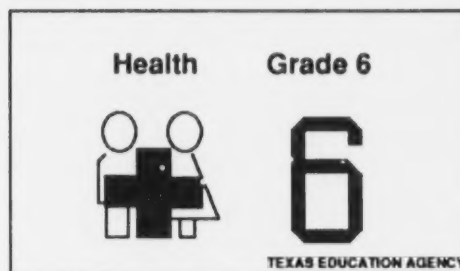
ACTIVITIES & STRATEGIES

Discuss reasons for initial drug use such as peer pressure and low self-esteem among preteens and teens.

Assign each student a drug to research, including all forms of tobacco and alcohol products. Let the students go to the library to research the physical and emotional dangers of the use of their assigned drugs.

Have each student draw an original cartoon or poster that illustrates refusal strategies or the advantages of choosing to be drug free.

Then have students prepare a pamphlet based on their research that describes drugs and the physical and emotional dangers of drug use. Use one or more of the drawings to illustrate the pamphlet. After checking the messages for accuracy, ask the principal for permission to display the posters around the school and to distribute the pamphlets to the other students in the school.



RESOURCES & MATERIALS

See drawing strategy, social studies, p. 287.

Poster board, markers

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

LESSON OBJECTIVE

- (A-1) Explain the physiological and psychological effects of tobacco, alcohol, and other drugs

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs

ACTIVITIES & STRATEGIES

Define inhalants (see glossary)

Discuss the dangers of inhalants. Tell students that inhalants can be over-the-counter or prescription drugs or household products. Explain that many household products also contain poisonous chemicals that can affect the body and mind. These chemicals are called chlorohydrocarbons (aerosols) and hydrocarbons (solvents). Some poisons such as those in nail polish, paint thinner, varnishes, shellacs, and some glues are addictive. When these chemicals are inhaled they produce a strange and sometimes violent intoxication.

Have students review inhalant pamphlets and list the reactions caused by these chemicals. Reactions listed should include

- dizziness
- slurred speech
- loss of muscle control
- blurred vision
- upset stomach
- depression

Inform students that sometimes death occurs on the first use. Heavier poisoning caused by accidental overdose or prolonged inhaling can result in:

- seizures
- unconsciousness
- death

Glue sniffers can also develop webs of glue in their noses and lungs. Sniffing chemicals can have drastic and immediate effects on the brain, heart, lungs, bone marrow, liver, and kidneys. Have students draw an outline of the body and label these parts.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

People who sniff inhalants may become aggressive and try to hurt someone or may become self-destructive and attempt to hurt themselves. After the effects of the inhalant wear off, they may not be able to remember the episode.

"Tough to Be Free" comic book; SAFE, Solvent Abuse Foundation for Education; 1500 Rhode Island Avenue NW; Washington, DC 20005.

Inhalant pamphlets; Texas Commission on Alcohol and Drug Abuse; 720 Brazos Street, Suite 403; Austin, TX 78701, (512) 867-8700.

TEACHER TIP

It is believed that a large number of students have learning problems as a result of inhalant use. A 1988 survey of students by the Texas Commission on Alcohol and Drug Abuse indicates a significant relationship between inhalant use and the school dropout problem in Texas.

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Define steroid (see glossary). Discuss the dangers of steroids. Student athletes in particular need to be aware of the dangers of mixing drugs and sports. For a number of years athletes have tried to improve body strength and performance with anabolic steroids. Tell students that steroids initially became popular as a means of increasing weight training results. The immediate effects of steroid use may include:

- increased muscle mass
- enhanced power
- feelings of aggressiveness and/or hostility

Gather brochures and other available materials on steroids to place in the classroom. Allow students time to peruse materials and list the negative effects of steroid use. Then discuss the serious health consequences of steroid use with the class.

Athletes on steroids can experience a psychotic condition called "bodybuilder's psychosis" which involves hallucinations, power delusions, paranoid episodes, erratic motor behavior, and uncontrollable violence. Chronic illnesses brought on by steroids include:

- heart disease
- liver ailments
- urinary tract problems
- sexual dysfunctions
- baldness
- acne
- alterations in appearance

Remind students that according to state law, steroid use is illegal except when prescribed for a valid medical purpose.

The use of steroids is forbidden in amateur and professional athletics. Coaches and trainers who suggest their athletes use steroids should be disciplined.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that the long-term negative effects of steroids far outweigh the short-term effects that many steroid users are seeking.

Pamphlets on steroid prevention may be obtained from:

- Drug Prevention Resources, Inc.
Box 181508
Dallas, TX 75218
(214) 328-7255
- Texas Commission on Alcohol and Drug Abuse
720 Brazos St.
Suite 403
Austin, TX 78701
(512) 867-8700

LESSON OBJECTIVE

- II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss different types of advertising techniques with the class. Techniques include:

- party appeal. Ads using this appeal depict people having a good time. The theme sends the message that if you use the advertised product, you'll have a good time, also.
- success appeal. Featuring people in posh, comfortable environments, ads using this appeal push the message that you will become successful if you use the product advertised.
- independence appeal. Ads using this appeal feature people with a lot of confidence and independent attitudes. These ads sell the message that you will become independent and confident if you use this product.
- bandwagon appeal. This appeal features a large group of people doing something. Ads using this appeal send the message that *everyone* uses this product so you should, too.
- sex appeal. Ads using this appeal feature an attractive man or woman. These ads push the theme that if you use this product, you will be glamorous.

Divide students into groups. Instruct them to use one of the techniques described to write and dramatize a commercial that will convince the rest of the class of the harmful effects of tobacco, alcohol, and drug use.

At the end of the commercial, the remainder of the class will complete the "Commercial Review" worksheet and critique the performing group's commercial.

Health

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Commercial Review"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

NAME _____ DATE _____



Commercial Review



Performing group:

Main idea:

Type of appeal:

Accuracy of information:

Did the group convince you to do what they wanted you to do?

Why or why not?

Performing group:

Main idea:

Type of appeal:

Accuracy of information:

Did the group convince you to do what they wanted you to do?

Why or why not?



LESSON OBJECTIVES

- II.D-1. Identify community and national hotlines.
- II.D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Identify programs, clubs, and other groups within the community that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Divide students into groups to research the types of services available in the community that directly relate to the alcohol and drug use prevention field.

Examples of community service organizations include the United Way, Council on Alcohol and Drug Abuse, Public Health Department, Texas Commission on Alcohol and Drug Abuse, and Texans' War on Drugs.

Have students use the telephone book, library resources, or printed material from community organizations to locate and collect information about services provided. After information is collected, give students copies of the "Community Resources" handout and instruct them to fill out a page for each resource they found.

Have students collect all pages to develop a directory of services available in their community.

Health

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

School library: card catalog, periodicals, and reference works

Telephone book

Worksheet: "Community Resources"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize a logical process of selecting health services, products, and practitioners.

NAME _____ DATE _____



Community Resources



Name of agency: _____

Contact person: _____

Address: _____

Telephone number: _____

Hours: _____

Fees: _____

Services provided: _____

Comments:



LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Have students put a sheet of paper on their desks. Instruct them to fold the paper in half lengthwise. On one half write "Strengths I See" and on the other half write "Strengths Others See in Me."

Have students write all of their personal strengths confidentially in the "Strengths I See" column, keeping this list to themselves.

Then divide the class into groups of three or four. With only the "Strengths Others See in Me" column showing, have group members share the strengths they see in one another and fill in this column of the page. Each group member should record things said about himself or herself.

Tell each student to compare the strengths he or she sees with the strengths that others see. In a class discussion, ask students to say whether they were surprised by the difference between the two lists.

Language Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Prior to this activity, explain the difference between strength of character and physical strength.

ESSENTIAL ELEMENT

Language arts. Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to employ active listening in a variety of situations.

LESSON OBJECTIVES

- III.D-3. Relate the importance of friends and role models.
- III.D-4. Formulate effective strategies for helping others who experience problems.
- III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERION

Describe the influences, both positive and negative, that role models and friends have on an individual's behavior.

ACTIVITIES & STRATEGIES

Write *self-image* on the board. Have students define the term, then explain that self-image is the way we see ourselves, including both good and bad qualities. When we think that everything we do is wrong, we have a negative self-image, and when we recognize that we do some things well, we have a positive self-image.

Discuss how one's self-image is frequently influenced by the way others perceive us. Explain that other people affect our self-image with nonverbal messages such as a pat on the back or with verbal comments such as "Congratulations" or "You can't do anything right."

Ask students each to think of one person they know whose self-image they personally can affect. Have students independently brainstorm and list some things they can do to improve the self-image or self-concept of the person they chose. Examples include choosing the person for a baseball game, helping the person with long division, or showing him or her how to research a topic in the library. Then ask students to fill in the blank in the following letter and write a response to the situation:

Dear Abby, I have a friend whom I like very much, but who does not think he/she is good at _____ or that anyone really likes him/her. What can I do to help my friend feel lovable and capable? (signed) Concerned

Tell students to be specific and include details, but not to reveal the name of the person.

Give students 15-20 minutes to complete the assignment, then ask volunteers to read their papers. Discuss the fact that each of us may contribute to the positive, self-image of others in numerous small ways such as offering a smile or a positive comment. Encourage students to act on their ideas and actually to work on improving the self-image of the person they chose.

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to generate material for writing independently and in a variety of ways, and to select and narrow a topic for a specific purpose.

Language Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

A positive self-image is generally believed to be a deterrent to tobacco, alcohol, and other drug use.

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Discuss how some people do the same things over and over without exploring other possible activities. For example, some people:

- go to a movie every Friday night
- play video games after school every day
- watch hours of television programs every day
- hang out at the mall every weekend

Discuss alcohol- and other drug-free activities available in your area for young people to do on the weekend. Have the students brainstorm ideas and write the suggestions on the chalkboard. Make four separate columns of things to do:

- after school
- during spring break
- during summer vacation
- on weekends

Distribute copies of the worksheet, "Drug Free Is the Way to Be." Students may use some of the activities written on the board to complete the worksheet if they wish.

Have students select one new activity to try within a given period of time. This can be done on a contractual basis using the form shown below:

I, _____, agree to try a new activity.

Activity _____

Date of activity _____

Person who will accompany me _____

Comments about this activity _____

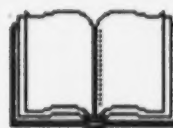
The "comments" section of the contract may range from one paragraph to one page in length. Students should report to the class after two weeks, using a format suggested by the teacher.

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to generate material for writing independently and in a variety of ways.

Language Arts

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Drug Free Is the Way to Be"

NAME _____ DATE _____

Drug Free Is the Way to Be

Write five alcohol- and other drug-free activities in the spaces below. Then check one box on the right.

Activities	I Would Do	I Would Not Do	I Might Do If...
1.			
2.			
3.			
4.			
5.			



LESSON OBJECTIVE

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

Briefly discuss what stress is (physical or mental tension brought on by a sense of urgency or pressure). Ask students to give examples. Then have the students complete the worksheet, "Stress." Discuss the correct answers to each statement.

Distribute the handout, "Stressful Situations," and ask students to suggest other stressful situations that can arise in our daily lives. Ask if they have experienced any of these situations and, if so, how they reacted.

Distribute the handout, "Ways to Cope with Stress."

Then, as a class activity, have students brainstorm additional healthy ways to cope with stress while someone writes the suggestions on the chalkboard, making two columns:

Healthy	Unhealthy

Explain that there are many healthy ways to cope with stress. Review the ways of coping listed on the handout. Following this activity, point out that some people lose control and resort to unhealthy means in an effort to relieve stress. Ask students to list examples of unhealthy ways people try to relieve stress and write them in the appropriate column.

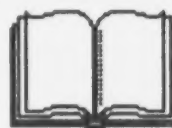
Conclude the activity by presenting the READ process given in the Teacher Tip box.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to understand cause-and-effect relationships.

Language Arts

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Stress"

Handout: "Stressful Situations"

Handout: "Ways to Cope with Stress"

"Stress" Answer Key

- | | |
|------|-------|
| 1. T | 6. F |
| 2. T | 7. F |
| 3. T | 8. T |
| 4. T | 9. T |
| 5. T | 10. F |

TEACHER TIP

Teach students the following acronym (READ) that suggests ways to relieve stress:

Relax. Read a book, listen to music.

Exercise. Ride your bicycle, go for a walk, play basketball.

Attitude. Have a positive "I can" attitude.

Diet. Eat the right kinds of food. Avoid eating too many sweets.

NAME _____ DATE _____

Stress

Directions: Listed below are 10 statements about stress. After each statement, circle "T" if you think it is **true** and "F" if you think it is **false**. If you are unsure, circle "NS" for **not sure**.

- | | | | |
|--|---|---|----|
| 1. Any change can be stressful. | T | F | NS |
| 2. Asking for help from others is a positive way to cope with stress. | T | F | NS |
| 3. By practicing relaxation you can achieve a relaxed state quickly and easily. | T | F | NS |
| 4. Digestive problems and headaches can be signs of stress. | T | F | NS |
| 5. There are both healthy and unhealthy ways to cope with stress. | T | F | NS |
| 6. Fighting or running away from stressful situations is always harmful. | T | F | NS |
| 7. Some people never experience stressful events. | T | F | NS |
| 8. You can make yourself believe that an unpleasant event is a catastrophe. | T | F | NS |
| 9. Every person has a different way of coping with stress. | T | F | NS |
| 10. The amount of stress you experience does not depend on how you respond to life situations. | T | F | NS |



Stressful Situations

A stressful situation is one that happens as a result of one's own actions, the actions of others, or as a part of everyday living. Stress can be triggered by a number of things. It is important to realize that all of us experience stress at some time in our lives. If it is handled in a healthy manner, stress will not harm us; but if we respond in unhealthy ways, stress will cause problems. What makes each of the situations below stressful?

Rollin's parents are getting a divorce.

The big game is tonight, and Sandy is the starting pitcher.

MarRissa's unmarried, teenage sister is pregnant.

Louis' parents are remarrying.

LaTisha had a fight with her boyfriend.

Marcus' mother just had a baby boy.

Walter's grandfather is very, very ill.

Deanna is competing in the school spelling bee.

Daniel failed a test at school.



Ways to Cope with Stress



- Participate in school or community activities such as basketball, volleyball, soccer, Girl Scouts, Boy Scouts, ballet, Girl's Club, Boy's Club, YMCA, and YWCA.



- Enjoy some quiet time.



- Do something special that you really enjoy.

- Record your experiences in a daily journal.

- Talk about your problems with a friend, counselor, member of the clergy, or other religious leader.

- Read books and go to movies.

- Get involved in community activities such as plays, festivals, and paper drives.

- Find an after-school or summer job.



LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Ask the class for a definition of *advertisement*. (A paid, public statement that draws attention to a cause, service, or product.)

Explain that advertising influences behavior and choices in all age groups. Billions of dollars are spent each year on advertising over-the-counter medicines, alcoholic beverages, and cigarettes.

Have the class examine ads from magazines, newspapers, TV commercials and billboards for cigarettes, over-the-counter medicines, and alcohol to determine what images are being projected and whether the ads are accurate.

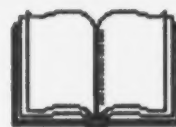
Ask each group to make an oral presentation using several ads the group thinks are particularly persuasive. Instruct students to point out why they think these ads are effective.

Have the class complete the worksheet, "Myth or Fact."

Discuss each statement and point out what makes each myth false.

Language Arts

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Advertisements from magazines, newspapers, billboards; TV commercials

Worksheet: "Myth or Fact"

"Myth or Fact" Answer Key

- | | |
|------|-------|
| 1. F | 9. F |
| 2. F | 10. T |
| 3. T | 11. F |
| 4. F | 12. T |
| 5. F | 13. F |
| 6. F | 14. F |
| 7. T | 15. F |
| 8. F | |

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recognize various persuasive devices.

NAME _____ DATE _____

Myth or Fact?

Read the following statements about alcohol, tobacco, and other drugs. If you think the statement is true, write a "T" in the blank; if you think the statement is false, write an "F" in the blank and circle the word or words that makes the statement false.

1. _____ Prescription drugs are always safe.
2. _____ Tobacco products such as cigarettes and snuff do not contain a drug.
3. _____ Drug use can have an effect on a pregnancy.
4. _____ The drug that is most often used in the United States is heroin.
5. _____ Most alcoholics are bums who live on skid row.
6. _____ One cannot become an alcoholic by drinking beer.
7. _____ People may react differently even though they take equal amounts of a drug.
8. _____ Stopping cigarette smoking after a long time cannot improve one's health.
9. _____ If a friend takes a drug and says its okay, then it must be safe for me.
10. _____ A person can die of alcohol poisoning.
11. _____ Black coffee and a cold shower will make a drunk person sober.
12. _____ People who are addicted to drugs can be helped.
13. _____ Alcohol is a stimulant that raises the energy level.
14. _____ Being drunk and being an alcoholic are the same.
15. _____ Drugs solve a person's problems.



LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Review the definitions of *fact* and *fiction* with students.

- Fact: something that actually happened or that is true
- Fiction: something invented by the imagination; not real

Discuss the use of these terms in relation to advertisements for alcohol and tobacco products.

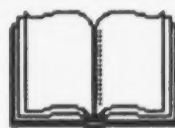
Have part of the class watch television and collect information on alcohol commercials (how many they see, what kind of alcohol is advertised, what time of day, what kind of program). Explain that in the 1950s and 1960s tobacco companies advertised heavily on television, but that tobacco ads were banned from television and radio in the 1970s. Now the multibillion-dollar ad budgets of the tobacco companies are used to advertise in newspapers and magazines and on billboards. Tobacco and beer companies also sponsor sports events.

Have the rest of the class collect tobacco ads from magazines and newspapers and analyze the images of the people used in the ads. What qualities do the Virginia Slims woman and the Marlboro man represent? Point out that ads depict happy, attractive people rather than nervous, coughing people with stained teeth and wrinkles caused by smoking.

Discuss the messages found in the ads and commercials. Ask students to decide, based on their own research and what they previously learned, whether television, magazine, and newspaper ads for alcohol and tobacco fall under the category of fact or fiction. Have students justify their responses.

Language Arts

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Magazines, newspaper, television commercials

TEACHER TIP

Evaluate the three sources to ensure accuracy of information.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recognize various persuasive devices, make generalizations, and evaluate and make judgments.

LESSON OBJECTIVE

II.D-1. Identify community and national hotlines.

ASSESSMENT CRITERION

Identify community and national hotlines that offer assistance for drug-related problems.

ACTIVITIES & STRATEGIES

Write the following on the board:

- friends
- magazines
- teachers
- radio
- television
- newspapers
- spiritual leaders
- guidance counselors
- pamphlets
- community agencies
- songs
- national drug agencies

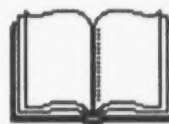
Explain that these are sources of information about drugs. Briefly describe each source. Then ask students to rank the sources from most reliable to least reliable. Have students explain their rankings.

Arrange for students to visit the school library to do research needed to prepare a list of drug information sources available in the community, region, state, and nation.

Follow this by asking students if they are familiar with the term "hotline." Review the purpose of hotlines and make students aware of drug and suicide hotlines available for public use.

Language Arts

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Use this activity to familiarize the students with local intervention services and substance abuse professionals. A good source of information for local services and hotline numbers would be the school counselor or a drug use prevention counselor.

ESSENTIAL ELEMENT

Language arts. Reading. Applying reading skills to a variety of practical situations. The student shall be provided opportunities to use periodicals, card catalogues, and reference works to locate information.

LESSON OBJECTIVES

- II.D-1. Identify community and national hotlines.
- II.D-3. Identify sources of professional help.

ASSESSMENT CRITERION

Identify social service agencies that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Review letter writing procedures and then have students write letters to drug use prevention agencies requesting posters, pamphlets, statistics, reports, and other data related to drug use. (See addresses under Resources and Materials.)

Place a mailbox in the classroom. Have students write anonymous letters asking questions concerning drugs. Have them "mail" the letters in the class mailbox.

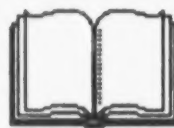
Explain that you will be reading the letters and checking correct letter-writing form. At the same time, review the questions to determine students' knowledge about drugs.

Read aloud the questions and the appropriate answers, being careful not to reveal the identity of the letter writers. If you're uncertain about an answer, get help from the school nurse, a local drug specialist, or resources listed on this page or in the appendices.

Post the community and national hotline numbers in the classroom and remind students of them frequently.

Language Arts

Grade 6



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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

National Institute on Alcohol and Alcohol Abuse—Clearinghouse for Alcohol Information
Box 2345
Rockville, MD 20852

National Institute on Drug Abuse
Clearinghouse for Drug Information
Kensington, MD 20852

Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20852

National Institute on Drug Abuse
US Dept. of Health and Human Services
1-800-638-2045

Cocaine Helpline (Round the clock information and referral services)
1-800-COCAINE

Texans' War on Drugs
11044 Research Blvd.
Bldg. D, Suite 200
Austin, TX 78759
(512) 343-6950

Local or regional sources

ESSENTIAL ELEMENTS

- Language arts. Writing. Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to use conventional formats (letters and commonly used forms).
- Language arts. Language. Developing skills in using the grammar of English for effective oral and written communication. The student shall be provided opportunities to use the fundamentals of grammar, punctuation, and spelling.

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Begin the lesson by asking students:

Have you ever felt pressured to buy something or go somewhere that you felt you couldn't afford financially? For example, you have \$2.19 and a group of your friends are buying caps that cost \$4.50. They want you to buy one, too, so that each of you can be identified as a member of a particular group. How much more money would you need to purchase a cap? How do you think you would feel about your situation? What are your choices?

Continue with a class discussion using the following questions:

- Have you ever been asked to do something you really did not want to do? Were you able to express your feelings about the situation?
- What would you do if someone approached you and wanted you to smoke a cigarette or use some other drug?
- What would you say to another person to encourage him or her not to use tobacco, alcohol, and other drugs?

Emphasize that saying "no" to tobacco, alcohol, and other drugs is an excellent way to help stay healthy and safe. Ask the students to use their mathematical skills to complete the "Healthy Choices" worksheet and decipher a drug free slogan.

Mathematics

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

See Appendix A, Teacher Resources, for books on peer pressure reversal skills.

Worksheet: "Healthy Choices"
"Healthy Choices Key"

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, multiply, and divide fractions and decimals.

NAME _____ DATE _____

Healthy Choices

Find the sums.

A

$$\begin{array}{r} \$3.78 \\ 4.62 \\ + 1.24 \\ \hline \end{array}$$

$$\begin{array}{r} \$14.39 \\ 67.55 \\ + 8.95 \\ \hline \end{array}$$

F

D

$$\begin{array}{r} \$ 15.84 \\ 7.08 \\ + 6.52 \\ \hline \end{array}$$

$$\begin{array}{r} \$29.65 \\ 19.98 \\ + 53.02 \\ \hline \end{array}$$

G

E

$$\begin{array}{r} \$7.89 \\ 3.43 \\ + 0.76 \\ \hline \end{array}$$

$$\begin{array}{r} \$0.67 \\ 0.41 \\ + 0.93 \\ \hline \end{array}$$

R

H $\$0.94 + \$0.58 + \$0.87 = \underline{\hspace{2cm}}$

L $\$124.88 + \$60.97 + \$1.41 = \underline{\hspace{2cm}}$

M $\$1.75 + \$24.10 + \$37.37 = \underline{\hspace{2cm}}$

O $\$250.56 + \$42.61 + \$21.15 = \underline{\hspace{2cm}}$

T

$$\begin{array}{r} \$1.17 \\ 0.45 \\ + 0.96 \\ \hline \end{array}$$

U

$$\begin{array}{r} \$5.47 \\ 0.23 \\ + 1.87 \\ \hline \end{array}$$

Y

$$\begin{array}{r} \$6.82 \\ 4.11 \\ + 9.99 \\ \hline \end{array}$$

Z

$$\begin{array}{r} \$16.87 \\ 54.95 \\ + 23.18 \\ \hline \end{array}$$

Fill in the blank with the letter from the above matching sum.

 \$29.44 \$2.01 \$7.57 \$102.65 \$90.89 \$2.01 \$12.08 \$12.08

 \$90.89 \$314.32 \$2.01

 \$9.64 \$2.39 \$12.08 \$9.64 \$187.26 \$2.58 \$2.39 \$20.92

 \$63.22 \$12.08

WE'RE PUSHING FOR
 A DRUG-FREE STATE
 TEXAS EDUCATION AGENCY



Healthy Choices Key

A

$$\begin{array}{r} \$3.78 \\ 4.62 \\ + 1.24 \\ \hline \$9.64 \end{array}$$

$$\begin{array}{r} \$14.39 \\ 67.55 \\ + 8.95 \\ \hline \$90.89 \end{array}$$

F

D

$$\begin{array}{r} \$15.84 \\ 7.08 \\ + 6.52 \\ \hline \$29.44 \end{array}$$

$$\begin{array}{r} \$29.65 \\ 19.98 \\ + 53.02 \\ \hline \$102.65 \end{array}$$

G

E

$$\begin{array}{r} \$7.89 \\ 3.43 \\ + 0.76 \\ \hline \$12.08 \end{array}$$

$$\begin{array}{r} \$0.67 \\ 0.41 \\ + 0.93 \\ \hline \$2.01 \end{array}$$

R

H $\$0.94 + \$5.8 + \$0.87 = \underline{\$2.39}$

L $\$124.88 + \$60.97 + \$1.41 = \underline{\$187.26}$

M $\$1.75 + \$24.10 + \$37.37 = \underline{\$63.22}$

O $\$250.56 + \$42.61 + \$21.15 = \underline{\$314.32}$

T

$$\begin{array}{r} \$1.17 \\ 0.45 \\ + 0.96 \\ \hline \$2.58 \end{array}$$

U

$$\begin{array}{r} \$5.47 \\ 0.23 \\ + 1.87 \\ \hline \$7.57 \end{array}$$

Y

$$\begin{array}{r} \$6.82 \\ 4.11 \\ + 9.99 \\ \hline \$20.92 \end{array}$$

Z

$$\begin{array}{r} \$16.87 \\ 54.95 \\ + 23.18 \\ \hline \$95.00 \end{array}$$

Fill in the blank with the letter from the above matching sum.

<u>D</u>	<u>R</u>	<u>U</u>	<u>G</u>	<u>F</u>	<u>R</u>	<u>E</u>	<u>E</u>
\$29.44	\$2.01	\$7.57	\$102.65	\$90.89	\$2.01	\$12.08	\$12.08
		<u>F</u>	<u>O</u>	<u>R</u>			
		\$90.89	\$314.32	\$2.01			
<u>A</u>	<u>H</u>	<u>E</u>	<u>A</u>	<u>L</u>	<u>T</u>	<u>H</u>	<u>Y</u>
\$9.64	\$2.39	\$12.08	\$9.64	\$187.26	\$2.58	\$2.39	\$20.92
		<u>M</u>	<u>E</u>				
		\$63.22	\$12.08				



LESSON OBJECTIVES

- III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.
- III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Explain that there are many healthy drug-free activities available to young people at little or no cost. Have students list things people can do instead of using drugs and write these on the board. Examples are:

- ride bicycles
- play basketball
- bake cookies
- chew gum
- drink a glass of milk
- draw pictures
- read a book
- assist your parents with cooking
- help a neighbor with chores
- do a good deed for an older person

Arrange similar examples in groups, for example, help a neighbor with chores and do a good deed for an older person. Then using construction paper to cut out figures (ovals, rectangles, squares, circles, triangles), match one figure to each group of examples. If a group of examples has three messages, make three congruent figures, placing one message on each. (See the worksheet, p. 274.) Use the construction paper figures with messages on them to make mobiles.

Ask students to describe ways to persuade someone not to use tobacco, alcohol, and other drugs.

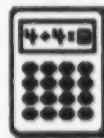
Have students complete the worksheet, "Drug-Free Me" and allow them to read aloud the drug-free activities. To extend this activity, offer extra credit to any student who:

- participates in a drug-free activity, then writes one or two paragraphs describing what he or she did. Included in the paragraph should be a description of the activity, whether the student enjoyed it, and if it cost any money. Ask the student to read the paragraph aloud to the class.
- creates a poster advertising a drug-free activity. Posters may be displayed either in the classroom or in school hallways.

ESSENTIAL ELEMENT

Mathematics. Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to apply similarity, congruence, and symmetry in problem situations.

Mathematics Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Worksheet: "Drug-Free Me"

NAME _____ DATE _____

Match the congruent figures. Look for messages of healthy alternatives to using drugs on the figures that match.

*Teach a
younger
person a new
skill.*

Start a hobby.

Plant a garden.

Play basketball.

*Go for a bicycle
ride.*

**Drug-Free
Me**

*Cut the
grass.*

Work a puzzle.

*Be a reader for
an older person
or someone
who is ill.*



LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERIA

- Identify personal strengths, abilities, and assets.
- Define addiction.

ACTIVITIES & STRATEGIES

On the chalkboard write, "People are creatures of habit." Ask a volunteer to explain the meaning of that statement. Then ask a show of hands by students who think the statement is true. Ask for examples to prove it. Then ask students to define "habit" (something that we've done so often that we do it automatically). Have students name habits that they or someone they know have such as eating popcorn at movies, riding a bike to school by the same path each day, eating while watching TV, and sleeping late on weekends. Ask the class to consider the question, "Can habits be broken?"

Have the students write the following paragraph as you dictate. Tell them NOT to dot I's or cross T's.

Breaking a habit is usually a very difficult task. This is because many tasks are performed by habit, without thinking. Some habits are good and some are bad, but all habits can be broken. It just takes some practice, and you have to keep trying.

Poll the class to see how many students wrote the paragraph without dotting the I's and crossing the T's. How many did not break the habit?

Point out that it is extremely hard to break any habit, but that chemical dependence is an especially hard habit to break.

Remind students how difficult it was not to dot I's or cross T's. Have students compare trying to break that habit with trying to stop smoking or trying to stop drinking. How are the two situations alike? How are they different? Ask students to name other habits that are very hard to break. Let them suggest ways of breaking those habits.

Challenge each student to think of one habit that he or she would like to change and then to try to change it within a week. Have the students record their progress daily.

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe animal behaviors.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Point out the importance of seeking help in breaking habits from counselors, doctors, and other trained professionals.

LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that encourage individuals to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Discuss things students do to be accepted by a group of friends. For example, they might change:

- the type of music they listen to
- the type of clothes they wear
- their hair style

Point out that these are all forms of peer pressure (trying to influence someone to do what they normally would not do). For example, students can persuade each other not to use drugs. Explain that peer pressure can be positive as well as negative. Divide the class into pairs and have each pair choose a dilemma from the handout, "Peer Pressure Dilemmas." Tell the students to think carefully about what they would do in each situation. Then have the group role play for other students in the class the appropriate actions to take to solve the dilemma.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Handout: "Peer Pressure Dilemmas"

TEACHER TIP

For refusal skills, refer to *Peer Pressure Reversal* by Sharon Scott. In addition, mention the availability of counseling or other school support systems and community-based help.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to deduce from given information the cause-and-effect relationships.

PEER PRESSURE DILEMMAS

DILEMMA 1:

You go to the park with your friends after school. They start passing around a marijuana cigarette and ask you to smoke with them. You don't want to be different, but you don't want to smoke either. What can you do?

DILEMMA 2:

After school, a few kids you know hang around to talk. One of the kids lights up a marijuana cigarette and starts passing it around. Everybody else starts smoking, but you tell them "no, thanks." They start calling you names such as "chicken" and "baby." What can you do?

DILEMMA 3:

You have never tried marijuana and you don't want to. You're at your best friend's house one afternoon, and he tells you that he smokes marijuana. How do you feel? What can you say to him?

DILEMMA 4:

You discover that your sister smokes marijuana. You tell her you think it is bad for her and you wish she would stop. She promises you that she won't do it any more. A few days later, you hear her tell her friend that she is smoking marijuana again. What can you do?

DILEMMA 5:

A friend has been smoking marijuana every day for a while. He says he likes the feeling it gives him and he doesn't see how it could be causing any harm. You have heard many people say that marijuana is much more harmful than it seems. How would you convince your friend that he should quit? Develop arguments to confront your friend's denial of the problem.



LESSON OBJECTIVE

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify common misunderstandings and fallacies regarding the consequences of tobacco, alcohol, and other drug use.

ACTIVITIES & STRATEGIES

Review the meaning of chemical dependence. Then divide the class into groups of four or five students. Give each group a Truth or Myth card that is a statement about chemical dependency.

Allow each group to discuss the statement and decide whether they believe it to be the truth or a myth. Have students write the statement number and *truth* or *myth* on a separate sheet of paper. Then each group exchanges cards with another group and repeats the process until all groups have discussed each of the Truth or Myth cards.

Let the class discuss each statement, noting the opinions of the different groups. Then distribute and discuss the "Facts About Drugs" handout. Encourage students to ask questions about anything they do not understand.

To extend the lesson, students could choose a subject from the handout, "Facts About Drugs," for further research.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Teacher Resource: "Truth or Myth?" statements, index cards

Handout: "Facts About Drugs"

ESSENTIAL ELEMENT

Science. Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to design and conduct an investigation.

TEACHER RESOURCE

Truth or Myth?

1

You are not a drug addict unless you are shooting drugs.

2

Most alcoholics and chemically dependent persons are men who are living in the streets.

3

Jail is the only answer to the problem of drug addiction.

4

Chemically dependent persons only hurt themselves, never others.

5

Alcoholism and other drug dependencies are untreatable.

6

People who are dependent on alcohol and other drugs use drugs everyday.

7

Chewing tobacco and using snuff are safe because you don't inhale smoke.

8

Inhaling paint thinner, glues, or aerosol sprays cannot cause long-term physical/mental damage or death.



NAME _____ DATE _____

Facts About Drugs

Fact 1

Dependency can occur no matter how the drug is introduced into the body. People ingest drugs in a variety of ways such as snorting, sniffing, eating, smoking, and injecting.

Fact 2

Chemical dependency shows no favorites. Some groups of people are at greater risk than others, but chemical dependency is found in many different kinds of people. Although there are more men than women who are known to be chemically dependent, the number of chemically dependent women is increasing as acknowledging a need for help becomes more acceptable.

Fact 3

Drug dependency, including alcoholism, is a medical problem. People who are sick with this problem need medical attention, counseling, and therapy.

Fact 4

Chemically dependent persons not only hurt themselves, but they also hurt their families, friends, and employers. The potential for harm extends even further to accidents and deaths involving car wrecks, boat accidents, and drownings which are related to alcohol and other drug use.

Fact 5

Some people recover from drug dependence while others cannot. Recovery is a lifelong process that requires an individual to abstain from the use of the drug on which he or she is dependent.

Fact 6

Chemical dependence is not determined by how often people use alcohol and other drugs, but by the control the drugs have over their lives.

Fact 7

Smokeless tobacco (snuff and chewing tobacco) is damaging to the mouth tissues, causing leukoplakia which can become oral cancer. The nicotine in the tobacco is addictive, and the tars get into the digestive and urinary systems.

Fact 8

Inhalants are extremely dangerous. Inhalant use can result in liver and kidney damage; permanent, irreversible brain damage; or death.



LESSON OBJECTIVES

- II.A-1. Name and categorize various types of drugs, medicines, and abused substances.
- II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify examples of drugs, medicines, and abused substances.

ACTIVITIES & STRATEGIES

Discuss the differences between prescription and over-the-counter medicines. Explain that over-the-counter medicines can be purchased in almost any store (pharmacy, grocery store, convenience store) and do not require a physician's order. Prescription drugs can be purchased only at a pharmacy and cannot be dispensed without a signed order from a physician.

Explain that scientists group medicines into three categories based on the uses of the medicines. The three categories are:

- to prevent or reduce pain or symptoms
- to prevent disease
- to kill germs

Divide the class into three groups. Assign each group one of the three categories of medicines. Instruct students to identify examples of medicines in the assigned category and determine the specific uses of each. They should include all important facts about each medication including side effects.

Have each group make a presentation to the class about what was learned. Encourage discussion and questions.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Physician's Desk Reference

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe consumer information from tables, labels, and advertisements.

LESSON OBJECTIVES

- II.A-1. Name and categorize various types of drugs, medicines, and abused substances.
- II.B-2. Recognize the consequences of the media's presentation of drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss how ads tend to distort or ignore facts. Explain that the purpose of advertising is to sell products, not to present facts. Emphasize that we need to be aware of the media's attempts to influence us, especially where drugs are concerned. Advertisements tend to make alcohol and tobacco look glamorous and sophisticated instead of what they really are—dangerous.

Divide the class into groups of three or four members each. Have each group cut out alcohol, tobacco, and over-the-counter medicine ads from newspapers and magazines. Tell students to decide what the advertiser is trying to say about the product. For example, an advertisement for wine coolers may imply that people who drink them are attractive and popular. Have students place the advertisements on a large poster board. Then let each group elect one representative to tell the class what group members decided about each advertisement.

For a homework assignment, ask each student to watch one TV channel for two hours and to make a list of the commercials for alcohol and over-the-counter medicines aired during that time. Have the students summarize the results in a short report. The report should include the day and hours watched, the channel, the programs, the total number of drug commercials shown, a listing of each commercial detailing the product advertised, and a brief summary of what the advertiser implied about the product. Discuss Public Law 100-690 governing labeling on alcoholic products.

Students could follow up this activity by writing to the public relations offices of large alcohol and tobacco companies to ask for names of educational programs and sports events they fund or sponsor. Use this information to examine the rationale of such actions by the companies involved.

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe consumer information from tables, labels, and advertisements.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Newspapers, magazines

Anti-Drug Abuse Act of 1988, Section VI, Alcohol Warning Labels

The law requires the following health warning to be placed on all alcoholic beverage containers:

"Government Warning:

- (1) According to the Surgeon General, women should not drink alcoholic beverages during pregnancy because of the risks of birth defects.
- (2) Consumption of alcoholic beverages impairs your ability to drive a car or operate machinery, and may cause health problems."

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe federal, state, and local laws governing use, possession, and sale of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have students use books, magazines, newspaper articles, and pamphlets to research present laws and information concerning marijuana. Instruct them to answer the following questions:

- What are the federal and state laws concerning marijuana use?
- What happens if a police officer finds marijuana in your possession? (Assume you are in Texas.)
- You are with some friends who are smoking marijuana. A police officer discovers you. What can happen to you? Does it matter whether you were smoking or not?
- What are the consequences of marijuana use on school property?
- What are the dangers of marijuana use to the user? To society?

Have students share their information with the class by developing scenarios to illustrate situations and consequences caused by marijuana use. Encourage class discussion of the implications of the laws and answer questions the students might have.

Emphasize the importance of being law-abiding citizens. Laws are to protect individuals and the community from harmful actions.

Science

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

School library: use the card catalog, periodicals, and references

TEACHER TIP

For information on Texas' drug laws, see Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to deduce from given information the cause-and-effect relationship.

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.

III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Discuss a famous person in history or from the present and have the students list some of that person's personal strengths and beliefs. Suggestions for significant individuals include:

- Thomas Edison
- George Washington Carver
- Florence Nightingale
- Sacajawea
- Abraham Lincoln
- Benito Juárez
- George Bush
- Barbara Jordan

Review research techniques with the class. Then have students research a favorite person in history and write an imaginary interview with him or her. Tell them to think about why they respect the person chosen.

After the research, let students complete the worksheet, "My Hero." Allow students to describe their heroes to the class.

Following this activity, ask students to think of their own personal qualities and write them on the worksheet, "My Treasures." Allow each student to share his or her treasures with the class.

Social Studies

Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Stress that every person has his or her own special qualities and that these qualities are what make an individual unique.

Invite the school librarian to present research techniques and materials to the class.

Worksheet: "My Hero"

Worksheet: "My Treasures"

ESSENTIAL ELEMENT

Social studies. Historical data about Texas, the United States, and the world. The student shall be provided opportunities to identify significant individuals and their contributions to world history.

NAME _____ DATE _____

My Hero

Answer the following questions about the person you researched.

1. What is your hero's name? _____

2. Is your hero a famous historic figure? What has this person done to influence other people's lives? _____

3. What do you admire most about this person? _____

4. Why did you choose this person as your hero? _____

5. What things do you and your hero have in common? _____

6. How are you and your hero different? _____

7. Write one special thing about your hero that you will never forget.

8. Write one or more good qualities of your hero (for example, "He behaved responsibly" or "She had a lot of courage.") _____



NAME _____ DATE _____

My Treasures

The things that you can do well are your "treasures." Think of things that you can do well and things about you that make you special, and fill in the spaces in the treasure chest below.



LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Define "double standard." Share some historical examples such as:

- At one time, African-American people were allowed to vote, but were not allowed to run for an office.
- Men could vote, but women could not.
- Young men could be drafted into the armed services when 18 years old but could not vote until they were 21 years old.

Ask the students to describe double standards they have experienced themselves. Examples of double standards might include:

- brothers and sisters are treated differently from you
- boys and girls are treated differently
- adults tell you *not to do* things that they *do*

Discuss the saying, "Do as I say, not as I do."

Assign a written composition on the topic, "Do as I say, not as I do." Use the comic strip format of drawing as a prewriting activity. Ask students to include double standard experiences they have had and to tell how they feel about such experiences. Have them suggest a possible solution to the problem of double standards.

Ask students to volunteer to read their compositions to the class.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Double standards are hard for all of us to understand. This topic may be sensitive for some and provoke a great deal of discussion for others. The emphasis should be on living and making decisions that result in healthy lifestyles.

The prewriting activity of drawing is found in the Texas Education Agency's "Writing Inservice Guide for English Language Arts and TAAS."

Beginning	Problem	Development
Complications	Conclusion	

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to support the principle of majority rule and minority rights.

LESSON OBJECTIVE

II.B-11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and creativity.

ASSESSMENT CRITERION

Explain how athletic ability and artistic creativity is affected by tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Instruct students to use newspaper clippings and magazine articles to prepare a list of social issues prevalent in the state or nation. Suggest an in-depth study of the negative results of tobacco, alcohol, and other drug use. Begin with a discussion of drug use by noteworthy people such as:

- Len Bias
- Ben Johnson
- Dwight Gooden
- Kitty Dukakis
- Betty Ford
- John Belushi
- Richard Pryor

Divide the class into four groups. Ask each group to create a bulletin board, poster, or written report featuring a person who is prominent and successful in promoting a drug-free lifestyle. Sources for this information include newspapers, magazines, television news, and television commercials.

Create bulletin boards or posters featuring magazine and newspaper articles that are concerned with the effects of drugs on young people.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Newspaper articles, biographies, and magazines

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.

LESSON OBJECTIVE

- I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.

ASSESSMENT CRITERION

Identify the characteristics of each of the following: self-esteem, motivation, coping ability.

ACTIVITIES & STRATEGIES

Explain that people of all ages have problems. Ask students to identify some problems they've had and discuss how they handled the problems.

Distribute copies of the handout, "Decision-Making Skills," and discuss each step.

Divide the class into small groups and give each group one problem from the Teacher Resource page entitled "Coping with Problems." Instruct the groups to use the decision-making skills to determine the best way to deal with the problem. Then have one person in each group read the problem and tell what action the group decided to take. Have the rest of the class discuss each group's solution. Does it seem reasonable? Why or why not? Who benefits from the solution? Is it fair to all concerned?

As a class, list at least 10 strategies often used in coping with problems and rank order them from (1) most effective to (10) least effective.

Compromise should be one of the strategies listed. This could lead into a discussion of when compromises have been effective in settling disputes between nations or peoples.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Handout: "Decision-Making Skills"

Teacher Resource: "Coping with Problems"

ESSENTIAL ELEMENTS

- Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to explain the role of compromise as a method of resolving conflicts.
- Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.

NAME _____ DATE _____

Decision-Making Skills



Step 1 Recognize that a problem exists and identify the problem.



Step 2 Decide whose problem it is.



Step 3 List possible solutions to the problem.



Step 4 Predict what the outcome of each possible solution might be for everyone involved.



Step 5 Talk with people who might be able to help you solve the problem.



Step 6 Try what seems to be the best solution and evaluate the results.



Coping with Problems

1. Today was the big day to try out for the team. Your whole family helped you train and practice, and all of your friends expected you to make the team. Although you did your best, the coach said that there weren't enough places on the team to put everyone who tried out, and that other students were better qualified than you. You are very disappointed and you know your family and friends will be too. What do you say to your family and friends?
2. You are taking a big math test today. You've been studying all week to be prepared. Just before class, your best friend comes over to talk to you. She explains that she was busy all last night helping her mother take care of her sick baby sister. As a result, she did not have time to study for the test. She wants to know if you'll try to help her during the test. What do you say and do?
3. The most popular kid in school is having a big birthday party tonight. Most of your friends have received invitations. Everyone keeps asking you if you've received one, or they assume that you have and are wondering what kind of present you are going to take. But you haven't received an invitation to the party. What should you do?
4. Although you did not start it, you and two other kids are blamed for a food fight in the cafeteria. The punishment includes being suspended from school for two days. You know that your parents will be very angry when they hear about the incident. What do you do?



LESSON OBJECTIVES

- I.B-6. Recognize ways in which tobacco, alcohol, and other drug use affects a family's financial status.
- I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify possible financial consequences of drug use such as medical expenses and workdays missed.

ACTIVITIES & STRATEGIES

Assign each student a specific country and schedule library time for the student to research jobs related to the economy of that country. Discuss factors such as natural resources, geographic location, population, education, government, business and industry, and social conditions that affect the economy positively and negatively. Emphasize the negative impact drugs can have on the economy and the quality of work produced.

Have students use the webbing strategy to list as many economic problems related to drug use as they can. Ask them to suggest ways of solving these problems. Emphasize that prevention eliminates problems that rehabilitation cannot solve.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Encyclopedia, textbooks, current news journals

EXAMPLE:



TEACHER TIP

For information, consult documents from the National Institute on Drug Abuse. See Appendix A: Teacher Resources.

ESSENTIAL ELEMENTS

- *Social studies. The American economic system. The student shall be provided opportunities to explain the economic importance of various regions of the world and to recognize the value of dignity and work.*
- *Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.*

LESSON OBJECTIVE

- I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Relate the physiological and psychological effects of tobacco, alcohol, and other drug use on the process of communication, and identify the attributes of relationships that are impeded by drug use.

ACTIVITIES & STRATEGIES

Divide the class into small groups. Have each group list some changes in behavior that indicate the use of alcohol, tobacco, or drugs.

Obtain a copy of the school district's policies on the use of tobacco, alcohol, and other drugs. Go over the school's policies with the students and allow them to ask questions about anything they don't understand. Then ask them to interpret the intent of the policies.

Invite guest speakers to come to the classroom to discuss social pressures that sometimes lead to drug use. Such pressures may include those caused by one's peers, a desire to fit in or be part of a group, and financial stresses.

Conduct a debriefing of the classroom presentations with the students to be sure that the speakers' messages are understood.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

State statutes
School Board policy manual
School district Discipline Management Plan
Student handbook

Guest speakers: school counselor, psychologist, juvenile probation officer

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior.

LESSON OBJECTIVES

- II.D-1. Identify community and national hotlines.
- II.D-2. Identify people to talk to.
- II.D-3. Identify sources of professional help.
- II.D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel individuals about drug-related problems.

ACTIVITIES & STRATEGIES

Write "support" on the chalkboard. Ask students what the word means to them and record their responses on the board.

Give examples of how both giving and receiving support can reduce the negative consequences of stress. Examples of positive support include being good role models, giving sincere compliments, offering encouragement, listening, and cautioning.

Identify ways that we can manage stress such as using relaxation techniques, playing sports, reading, visiting with friends, and doing something special that we really enjoy. Explain that we can also find relief from stress by talking with people about our problems. Have students complete the worksheet, "Getting Help." Ask for volunteers to share their answers as you discuss each situation.

Social Studies Grade 6



6

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Before starting the worksheet, discuss the support systems available on your campus or in your school system. Point out that students can and should talk about problems with their parents, teachers, counselors, and other responsible adults.

Worksheet: "Getting Help"

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.

NAME _____ DATE _____

Getting Help

Whom would you go to for help in these situations? List two people who could help you in each situation.

1. You are feeling down. _____
2. You need advice about problems you are having with a friend. _____
3. You are feeling sick. _____
4. You are under pressure from teachers and parents. _____
5. You have a school problem. _____

With the help of the class, your teacher, and a local telephone book, list resources available in your community or in surrounding communities that a person could go to for help with the following situations:

1. A person in the family drinks heavily and is often drunk. _____
2. A family is not getting along and a child wants to run away. _____
3. A friend of yours is pregnant. _____
4. A friend tells you he is going to kill himself. _____
5. A friend at school is feeling down all the time. _____



Appendix A: Teacher Resources

The following list of resources, selected from a variety of sources, are neither recommended nor endorsed by the Texas Education Agency. Likewise the Agency does not ensure that all the materials, in their entirety, contain a *no drug use* message. Local districts have wide discretion in selecting resources to meet special needs. Therefore, each school district must provide adequate staff training on up-to-date prevention methods to ensure that resource materials are selected and used effectively.

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WSOI. "Narcotics Anonymous: Staying Clean on the Outside." (1988) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: The Triangle of Self-Obsession." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Welcome to Narcotics Anonymous." Box 9999; Van Nuys, CA 91409.

Youth Suicide National Center. "Youth Suicide." 1825 Eye St., N.W., Ste. 400; Washington, D.C. 20006; 1-202-429-2016.

Home Health Education Service. *Listen*. Box 6145; Lincoln, NE 68506.

Narcotics Education, Inc. *Winners*. 6830 Laurel St., N.W.; Washington, D.C. 20012.

National Clearinghouse for Alcohol and Drug Information. *Prevention Pipeline*. Box 2345, Dept. 00; Rockville, MD 20852.

Texans' War on Drugs. *Texas Youth in Action News*. 11044 Research Blvd., Bldg. D, Ste. 200; Austin, TX 78759.

PERIODICALS

AUDIOVISUALS

The audiovisuals listed on pages 301-312 are categorized for age-appropriate audiences according to the following codes:

EC	Early Childhood (PK-K)
P	Primary (Grades 1-3)
I	Intermediate (Grades 4-6)
MS	Middle School (Grades 6-8)
HS	High School (Grades 9-12)
P/ T	Parent/Teacher

For each item listed, the age-appropriate code appears directly after the written description of the audiovisual material. Additionally, the year the item was developed and a publisher's or distributor's code follow the title. Example: "Alcohol and Nutrition." (80/FMS). Codes are listed below:

AAP	Alternate Action Programs; 2511 S. Barrington Ave.; Los Angeles, CA 90064; (213) 479-8353
ACDE	American Council for Drug Education; 204 Monroe St.; Rockville, MD 20850; (301) 294-0600
AHP	Alfred Higgins Productions; 6350 Laurel Canyon Blvd.; North Hollywood, CA 91606; (818) 762-3300
AIMS	Aims Media; 6901 Woodley Ave.; Van Nuys, CA 91406-4878; (800) 367-2467
AVP	American Video Publishing, Inc.; Educational Products Division; 1400 Gulf Shore Blvd. N., Ste. 208; Naples, FL 33940; (800) 258-1298
BARR	Barr Films; 1280 Schabarum Ave.; Box 7878; Irwindale, CA 91706-7878; (800) 234-7878
CCP	CompCare Publications; 2415 Annapolis Lane; Minneapolis, MN 55441; (800) 328-3330
CHEF	Comprehensive Health Education Foundation; 22323 Pacific Highway S.; Seattle, WA 98198; (800) 323-CHEF
CHU	Churchill Films, Inc.; 12210 Nebraska Ave.; Los Angeles, CA 90025; (213) 207-6600
CII	Community Intervention, Inc.; 529 S. 7th St., Ste. 570; Minneapolis, MN 55415; (800) 328-0417
CIM	California Image Marketing; 3034 Gold Canal Dr., Ste. B; Rancho Cordova, CA 95670; (800) 451-0303
CC	Collie Craft; Box 700030; San Antonio, TX 78270-0030; (800) 525-0551

CMTI Coronet/MTI Film and Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131

DEA U.S. Department of Justice; Drug Enforcement Administration; 1405 Eye St., N.W.; Washington, D.C. 20537; (202) 786-4096

DF Durrin Films; 1748 Kalorama Road., N.W.; Washington, D.C. 20009; (202) 387-6700

DIS Disney Educational Productions; Coronet/MTI Film & Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131

DPT Department of Highways and Public Transportation; local traffic safety specialist

EBE Encyclopaedia Britannica Education Corporation; 310 S. Michigan Ave.; Chicago, IL 60604; (800) 621-3900

FII Film Ideas, Inc.; 3575 Commercial Ave.; Northbrook, IL 60062; (708) 480-5764

FMS FMS Productions; Box 4428; 520 Montecito St., Ste. F; Santa Barbara, CA 9214; (800) 421-4609

GAM Guidance Associates Media; Communications Park; Box 3000; Mount Kisco, NY 10549-0900; (800) 431-1242

GTR Gerald T. Rodgers Productions; 5215 Old Orchard Road, Ste. 990; Skokie, IL 60077; (800) 227-9100

JCP J.C. Penney, Co.; Public Affairs Department; Box 659000; Dallas, TX 75265-9000; (214) 591-1344; Attn: Golden Rule Network

JOI Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; (800) 231-5165

LFI Lucerne Films, Inc.; 37 Ground Pine Road; Morris Plains, NJ 07950; (800) 341-2293.

LOC Local video stores

MCV Madera Cinevideo; Education Division; 620 E. Yosemite Ave.; Madera, CA 93638; (800) 624-2204

MED Mediatech; 110 W. Hubbard St.; Chicago, IL 60610; (312) 828-1146

NEI Narcotics Education, Inc.; 12501 Old Columbia Pike; Silver Spring, MD 20904; (800) 548-8700

NJN	New Jersey Network; 1573 Parkside Ave., CN777; Trenton, NJ 08625
PFV	Pyramid Film and Video; Box 1048; Santa Monica, CA 90406
PRD	PRIDE; The Hunt Bldg.; 500 Hunt Plaza, Ste. 210; Atlanta, GA 30303; (800) 241-7946
PTA	Parent Teachers Association; 408 W. 11th St.; Austin, TX 78701; (512) 476-6769
QUI	Quest International; 537 Jones Road; Granville, OH 43023; (614) 522-6400
SND	Say No to Drugs, Video West, 5 Triad Center, Salt Lake City, UT 84110, (801) 575-7440.
SPI	Southerley Products, Inc.; 5000 E. Anaheim St.; Long Beach, CA 90804; (800) 243-FILM
SUN	Sunburst Communications; 39 Washington Ave.; Pleasantville, NY 10570; (800) 431-1934
SYN	Syndistar; 648 Hickory Ave.; New Orleans, LA 70123; (800) 841-9532
TGT	Target; 11724 Plaza Circle; Box 20626; Kansas City, MO 64195; (816) 464-5400
TYL	Texas Young Lawyers' Association; Box 12487, Capitol Station; Austin, TX 78711; (512) 463-1388
USDE	U.S. Department of Education; Drug-Free Schools Staff; 400 Maryland, SW; Washington, D.C. 20202-6151; (202) 732-4599
WDP	Woodmere Press; Park West Finance Station; Box 20190; New York, NY 10025; (212) 678-7839
WWI	Weston Woods Institute; Weston, CN 06883; (800) 243-5020

"A Better Place, a Better Time." (83/CII)

The first crucial steps to be taken toward building an effective communitywide response to adolescent drug use are depicted in this videotape. P/T; 35 min.; VHS

"A Gift for Life, Helping your Children Stay Drug and Alcohol Free."
(88/ACDE)

Jason Robards hosts discussion and dramatization for parents and principals, giving information helpful in keeping children alcohol and drug free. P/T; 30 min.; VHS

"Alcohol & Cocaine: The Secret of Addiction." (88/AIMS)

Bill Blakemore, ABC news correspondent, interviews experts and presents the latest findings related to genetic predisposition and physical damage caused by use. HS, P/T; 36 min.; VHS

"Alcohol & Human Physiology." (84/AIMS)

Through narration and interviews, this informative videotape looks at the toxic effects of alcohol on the human body's major organs and systems. HS, P/T; 23 min.; VHS

"Alcohol and Nutrition." (80/FMS)

This videotape targets high school health classes by exploring the relationship between alcohol and how it effects nutrition. HS, P/T; 25 min.; VHS

"Alcohol Fact: For Teenagers Only." (84/Sun)

This program singles out the facts about alcohol that apply directly to teenage drinking and provides insight into the many reasons why teenagers use alcohol. MS, HS; 31 min.; VHS

"The Alcohol Film for Kids." (86/LFI)

The dangerous social, physical, and psychological effects of alcohol are viewed through the eyes of 10 to 12 year olds and interpreted by a knowledgeable nurse. P, I, MS; 18 min.; VHS

"All Bottled Up." (75/AIMS)

The videotape is designed to help students cope with the problem of having alcoholic parents and stresses expressing feelings and self-help before helping parents. I, MS, HS, P/T; 11 min.; VHS

"America: Hooked on Drugs." (86/CMTI)

In an edition of ABC's *Nightline*, Ted Koppel examines the emotional, societal, and financial costs of drug abuse in the U.S. P/T; 20 min.; VHS

"America Hurts." (87/CMTI)

The documentary examines designer drugs, crack, cocaine, and PCP. The effects of marijuana on the brain and the ripple effect of drug usage in the world are also discussed. HS, P/T; 36 min.; VHS

"As Others See You: Creating a Reputation." (87/Sun)

This videotape focuses on how reputations are acquired; their effects on school work, social life, and self-esteem; and the positive and negative aspects of labels. MS, HS; 31 min.; VHS

"Bizarre Trial of the Pressured Peer." (85/GTR)

This entertaining videotape provides an effective introduction to problem-solving skills and how they can be used to deal with negative peer pressure. MS, HS; 29 min.; VHS

"Cat Who Drank and Used too Much." (87/FMS)

This delightful tale deals with addiction in a positive, nonthreatening way and can be used as a teaching tool to explain the addiction process. I, MS, HS; 12 min.; VHS

"Choices, Part I and Part II." (86/MCV)

The reality of making wrong choices is demonstrated in this videotape. Student thinking and decision making are prompted through insight into the use of alcohol and other drugs. HS, P/T; Part I, 30 min.; Part II, 45 min.; VHS

"Cocaine and Crack: The Lost Year." (87/EBE)

This poignant videotape focuses on uncertain and lonely teens trying desperately to achieve intellectual, emotional, and sexual power through drugs. Realistic scenarios on resisting peer pressure and saying "no" are included. MS, HS, P/T; 23 min.; VHS

"Cocaine and Human Physiology." (87/AIMS)

A physician presents medical facts to explain the various ways cocaine harms the body. HS, P/T; 20 min.; VHS

"Cocaine Blues." (83/PIV)

In addition to presenting a graphic and honest perspective on the history of cocaine, this videotape explores the effects and the cultural impact of cocaine on America. MS, HS, P/T; 30 min.; VHS

"Cocaine Diary." (85/CMTI)

This videotape shows what happens when a teenager uses cocaine as a shortcut to overcoming problems. MS, HS, P/T; 23 min.; VHS

"Cocaine: Drug Awareness Training." (86/SYN)

The physical effects of cocaine; the four types of users (experimental, occasional, compulsive, and dependent); and the selection of treatment are presented in a slide and videotape presentation. P/T; 15 min.; VHS

"Cocaine: The Emerging Facts." (86/SUN)

Research information on cocaine is summed up in an effort to dispel the myths that present cocaine as acceptable, harmless, and nonaddictive. I, MS, HS; 28 min.; VHS

"Cocaine Pain." (84/CMTI)

This videotape makes viewers acutely aware that the path to recovery is a difficult one even with ongoing and continuous support. HS, P/T; 26 min.; VHS

"Crack/Crack." (87/AVP)

This two-part series, aimed at preventing drug use through knowledge and positive behavior techniques, teaches defensive techniques for students and tools for parent awareness. I, MS, HS, P/T; Two 25-min. parts; VHS

"Crack." (86/SYN)

This videotape portrays the misery caused in the life of one teenager by the use of a powerful form of cocaine known as crack. MS, HS; 13 min.; VHS

"Crack: Dead at Seventeen." (87/AIMS)

This videotape explores the possible thoughts of an athletic, studious, overconfident, and curious student after his crack-related death. MS, HS, P/T; 13 min.; VHS

"Crack Street USA: First Person Experiences with a New Killer." (87/GAM)

In this presentation, former users offer a tough, straightforward look at the consequences of their drug use and help young people find commonsense ways to say "no" to crack. Counselors detail facts about research, treatment, and enforcement. HS; 30 min.; VHS

"Danger Ahead: Marijuana on the Road." (80/ACDE)

The risks of smoking marijuana, drinking, and driving are explored in this videotape. MS, HS, P/T; 22 min.; VHS

"Dare to Be Different." (88/GAM)

In this videotape, two close friends are pulled apart through the influence of drugs and peer pressure before realizing the importance of values and friendship. HS; 19 min.; VHS

"Decision Making: Critical Thoughts in Action." (84/CMTI)

This filmstrip teaches critical thinking skills. I, MS; 30 min.; two filmstrips and two cassettes

"Developing Capable Young People." (87/QUI)

Dr. Stephen Glenn describes many ways to help parents raise their children to be successful and responsible adults. P/T; 53 min.; VHS

"Downfall: Sports and Drugs." (88/PRD)

This documentary profiles athletes whose careers were disrupted by drugs, especially steroids. The consequences of drug use in relation to careers, family, friends, and self-esteem are considered. MS, HS, P/T; 29 min.; VHS

"Drug Avengers (Grades 1-3)." (88/USDE)

Five 5-minute cartoon episodes feature persons of diverse cultures from the past coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. P; 25 min.; VHS

"Drug Avengers (Grades 4-6)." (88/USDE)

Five 5-minute cartoon episodes feature persons of diverse cultures of different times coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. I; 25 min.; VHS

"Drug Dependency: The Early Warning Signs." (84/AIMS)

This videotape targets drug use in the workplace. P/T; 22 min.; VHS

"Drug-Free Kids: A Parent's Guide." (87/LOC)

Host Ken Howard guides a superb cast through a variety of intimate family scenes that teach parenting techniques necessary to keep kids away from drugs. P/T; 70 min.; VHS

"Drugs and Youth...The Challenge." (88/CIM)

Host Michael Gross talks to parents about the phases of dependency, gateway drugs, and ways to help prevent drug use by kids. P/T; 23 min.; VHS

"Drugs and Your Amazing Mind." Revised ed. (80/AHP)

This program points out the value of the mind and the chances one takes when drugs are misused. I, MS; 18 min.; VHS

"Drugs and the Nervous System." 3rd ed. (87/CHU)

This new, award-winning version explains the kinds of disruptions to the nervous system caused by cocaine and crack use. I, MS; 18 min.; VHS

"Drugs Are for Jelly Brains." (88/BAR)

This videotape stresses that all medicines are drugs that should be treated with respect and that taking pills can be dangerous and deadly. P, I; 12 min.; VHS

"Drugs Helpful and Harmful." (88/CHU)

This videotape provides a look at over-the-counter and prescription medicines to help children understand what drugs are, how they affect us, and why they should not be treated with disregard. P, I, MS; 35 min.; VHS

"Drugs, Drinking, and Driving." 2nd ed. (87/AIMS)

True stories from the files of the National Highway Traffic Safety Administration dramatize in a factual and unemotional way the hazards of driving under the influence. MS, HS, P/T; 23 1/2 min.; VHS

"Drug Testing in the Workplace." (87/AIMS)

This videotape examines issues related to drug testing and stresses the importance of maintaining a drug-free workplace. P/T; 23 1/2 min.; VHS

"Drugs, Values, and Decisions." (81/SUN)

A three-part series that examines use, motivation to use, and making personal choices, as evidenced by the case of a young man who used pot. MS, HS, P/T; three 30-min. parts; VHS

"El Viaje del Alcohol." (87/AAP)

This Spanish videotape details recent medical facts about the effects of alcohol in the body and includes facts on sexual function and fetal alcohol syndrome. P/T; 48 min.; VHS

"Enabling: Masking Reality." (89/JOI)

By putting the problems of the alcoholic and the family into perspective, this videotape teaches concerned persons how to stop hurting and start healing. MS, HS, P/T; 22 min.; VHS

"Escape al Cautiverio (Escape to Captivity)." (Also in Spanish) (87/AAP)

Dr. Simon Solis provides a detailed explanation of the most common mind-altering drugs and emphasizes the dangers of acquiring AIDS through intravenous drug use. P/T; 43 min.; VHS

"Fast Forward Future." (88/WWI)

Three dramatic, 15-minute segments allow student characters to replay the past and see the possibilities of making choices that will help them and others. P, I; 45 min.; VHS

"Friends for Life." (88/GTR)

This videotape demonstrates the language and skill needed to help a friend get professional help when suicidal tendencies are suspected; includes warning signs. MS, HS; 22 min.; VHS

"Gentle Art of Saying No: Principles of Assertiveness." (84/SUN)

Real-life situations reveal how assertiveness techniques can be effectively used in a positive, sensitive, and nonaggressive way. MS, HS; 41 min.; VHS

"Get It Straight." (85/MED)

This videotape emphasizes that saying "no" to drugs is okay. MS, HS; 20 min.; VHS

"Get the Message." (84/GTR)

This videotape teaches children how to analyze information correctly so they are not confused by mixed messages and emphasizes that saying "no" is everyone's right. P, I; 18 min.; VHS

"Hard Facts About Drugs." (88/USDE)

This videotape introduces a freshman class through a photograph, shows scenes throughout the high school years, and closes with six members missing from the photograph. MS, HS; 22 min.; VHS

"High Powder." (83/SPI)

This videotape highlights the dilemma of difficult choices that students have to make and portrays a student pusher targeting the ski team. MS, HS; 29 min.; VHS

"How Can I Tell If I'm Hooked." (86/SUN)

This videotape offers a definition of addiction, addresses questions that need to be asked, teaches how to recognize when someone is addicted, and identifies who is at risk. MS, HS, P/T; 25 min.; VHS

"How Do You Tell?" (82/CMTI)

This presentation encourages students to adopt the slogan, "If it isn't healthy, then don't do it," and is aimed at students who are at the most vulnerable age for initiation into use. P, I; 13 min.; film

"How to Talk to Your Kids About Growing Up Without Drugs and Alcohol." (85/SND)

This is a videotape that offers a practical, easy-to-follow approach to improve family communications related to drug use. P/T; 27 min.; VHS

"I Live in an Alcoholic Family." (88/SUN)

Using true-to-life stories, this program explores how three teenagers are helped to come to grips with the reality of having an alcoholic parent. MS, HS, P/T; 35 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter I." (87/CLC)

I.C. Berg, a cool penguin, encounters smoking, drinking, and inhalant use but makes good personal choices, thus reinforcing the positive message of refusing to use drugs. EC, P; 7 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter II." (89/CLC)

In the sequel to Chapter 1, I.C. Berg encounters a bear who has problems with peer pressure and a flamingo with an eating disorder who learn the value of healthy choices. EC, P; 10 min.; VHS

"If Someone in Your Family Drinks." (86/SUN)

This videotape explores the special dynamics of a family in which one family member drinks and demonstrates family denial and family roles that, in effect, give the alcoholic member permission to drink. MS, HS, P/T; 26 min.; VHS

"Jason Makes a Decision." (84/TYL)

An award-winning film (with study guide and musical score) that shows how one young person resists peer pressure and decides not to use drugs. I; 12 min.; VHS

"Just Say No." (87/CMTI)

Using clever animation and live interviews with members of the Just Say No movement, this videotape emphasizes that the best way to stay out of trouble with alcohol, tobacco, and other drugs is to stand firm and resist. P, I; 14 min.; VHS

"Kevin's Story." (83/DF)

Kevin Tannel tells his personal and tragic story after being sentenced, for the manslaughter of an 18-year-old girl while driving drunk, to speak for one year to high school parents, students, and teachers about the accident. MS, HS, P/T; 20 min.; VHS

"Lookin' Good." (88/USDE)

Several middle school students find themselves caught up in a life-threatening, drug-related incident at an older student's party. MS; 52 min.; VHS

"Lots of Kids Like Us." (83/GTR)

Ben and his sister, Laurie, present a healthy picture of children coping with a father's alcoholism and learning lessons about coping and not being at fault or alone. P, I, P/T; 28 min.; VHS

"Marijuana Alert: Slides from Scientists." (86/WDP)

Peggy Mann, nationally known drug use prevention author, shows how marijuana affects the body, including the unborn. MS, HS, P/T; 40 min.; slide and tape

"Me Power: Building Self-Confidence." (86/SUN)

This videotape explores how self-confidence or the lack of it affects one's ability to cope and defines and traces the development of self-confidence through a four-step process. I, MS, HS, P/T; 29 min.; VHS

"Medical Aspect of Mind-Altering Drugs." (87/FMS)

Drugs are grouped into major categories to illustrate their mental and physical effects on human physiology. MS, HS, P/T; 30 min.; VHS

"No Kid of Mine." (87/AIMS)

Parents of alcohol- and drug-addicted children talk candidly about their experiences and give insights into recognizing signs of drug and alcohol use. P/T; 30 min.; VHS

"No Matter How You Say It...Say No." (87/TGT)

A production developed by the Just Say No Foundation, this videotape features basketball star Isiah Thomas and spells out the three-step approach to saying "no" to drugs. I, MS, HS; 12 min.; VHS

"Not Me." (88/JCP)

This discussion-evoking videotape drama about crack and cocaine use among teenagers encourages viewers to discuss and devise their own solutions. MS, HS; 40 min.; VHS

"Open Secrets." (85/CMTI)

A hospital setting provides the background for examining attitudes and communication while three family members await the outcome of a fourth involved in an alcohol-related accident. HS, P/T; 25 min.; VHS

"Organizing Parent Peer Groups." (82/PTA)

This filmstrip explains how parents can strengthen their children's security and self-esteem by adopting a program of mutual cooperation and suggests how to form parent groups. P/T; 15 min.; filmstrip

"Parents with Alcoholism: Kids with Hope." (86/SUN)

Drawn from actual case studies, this program examines the many ways a parent's alcoholism affects the rest of the family and helps children of alcoholics understand how they can help themselves. MS, HS; 33 min.; VHS

"Person to Person: Learning to Communicate." (86/SUN)

This videotape teaches students the interpersonal skills that will enable them to communicate effectively by examining some typical problems that teens have in speaking and listening. MS, HS; 42 min.; VHS

"Positive Action Steps for Parents of Drug Abused Kids." (88/CII)

A presentation of concrete and workable action steps that parents can initiate. The videotape includes a discussion of effective parent responses, communication, discipline, and support groups. P/T; 23 min.; VHS

"Prevention." (87/GTR)

The viewer is presented the concept of prevention, then shown six young people who have suffered the grim consequences of alcohol and other drug use. I, MS, HS; 12 min.; VHS

"Private Victories." (88/USDE)

Four 24-minute dramas are designed to capture the interest of high school students to help them lead drug-free lives while encouraging students to accept the consequences of their actions. HS; 24 min.; VHS

"Project Graduation (Project Celebration)." (87/DPT)

This videotape focuses on the planning involved in putting together an all-night, drug-free graduation party. HS, P/T; 15 min.; VHS

"Say No to Drugs—It's Your Decision." (86/DEA)

Dave Winfield, professional baseball player, interviews experts in the drug use field and emphasizes the "just say no" approach to the use of illegal drugs. MS, HS, P/T; 17 min.; VHS

"Shattered—If Your Kid's on Drugs." (86/CCP)

A 60-minute portrayal of teenage addiction featuring Burt Reynolds, Judd Nelson, and Earl Holliman underscores the dynamics of denial, enabling, and manipulating behaviors while creating an understanding of how family members play a part in recovery. P/T; 60 min.; VHS

"Short Stories for Little People." (88/CLC)

This program presents four entertaining short stories on the aspects of friendship featuring Jake, the gnome, and a collection of animals. EC, P; 30 min.; VHS

"Smokeless Tobacco: The Sean Marsee Story." (87/DIS)

Using the death of a 19-year-old track star due to oral cancer, the film stresses that smokeless tobacco is not a safe alternative to smoking and shows by example that it's okay to say "no." I, MS, HS; 16 min.; film

"Sooper Puppy Series: Drink, Drank, Drunk." (88/CMTI)

Live-action puppets effectively illustrate the effects of alcohol on the body and mind while teaching the importance of saying "no" and staying away from those who encourage the use of alcohol. P, I; 16 min.; film

"Sooper Puppy Series: Flying High." (88/CMTI)

By illustrating that success in life requires work and imagination, not medication, this program inspires children to look within themselves for happiness and to recognize that those who offer or use drugs are not friends. P, I; 17 min.; film

"Sooper Puppy Series: Puff of Smoke." (88/CMTI)

Children learn the physical and mental effects of cigarette smoking and are taught how to handle the pressures of advertisers and peers. P, I; 17 min.; film

"Sooper Puppy Series: Self-Esteem." (88/CMTI)

In this self-esteem film, Baxter, a live-action puppet, learns the secrets of personal success through the power of a strong self-image. P, I; 19 min.; film

"Speak up, Speak out." (88/USDE)

Friends help a responsible student say "no" when, on a senior trip, pressure is put on him to have a drug/alcohol party in his room. HS; 22 min.; VHS

"Stand up for Yourself: Peer Pressure and Drugs." (87/CHU)

Through peer dramatization of real-life situations, students are provided techniques in social skill development and ways to say "no" to drugs, alcohol, and tobacco. I, MS, HS; 16 min.; film

"Step-by-Step: Asking for It." (86/CHE)

This program teaches children step-by-step how to make requests in an assertive nonaggressive way, how to reach compromise, and what to do when no compromise is possible. EC, P; 20 min.; VHS

"Step-by-Step: Clear Thinking About Groups." (86/CHE)

This videotape focuses on the following three-key skills that everyone needs to master for group situations: how to select a group, how to enter a group, and how to maintain independence in a group. I, MS; 17 min.; VHS

"Step-by-Step: Helping Your Children Stay out of Trouble." (86/CHE)

This program shows parents how to recognize trouble and how to help their children avoid trouble by finding something else to do. P/T; 40 min.; VHS

"Step-by-Step: Making Friends." (86/CHE)

This videotape emphasizes conscious choice and action as well as ways to deal with rejection. I, MS; 15 min.; VHS

"Step-by-Step: Negotiation Skills." (86/CHE)

Humorous but practical, this videotape shows how a young man's alter ego teaches him to identify negotiable situations and then to use a valuable skill to ask for what he wants and to resolve problems. MS, HS; 25 min.; VHS

"Step-by-Step: Staying out of Trouble." (86/CHE)

This program demonstrates self-control skills that help children think through consequences by getting them to stop, think, and act. MS; 9 min.; VHS

"Step-by-Step: Staying out of Trouble with Your Friends." (86/CHE)

Using realistic situations and role playing, preteens and young adults discover how they can deal with peer pressure, stay out of trouble, and keep their friends. P, I, MS; 29 min.; VHS

"A Story of Feelings." (82/JOI)

Presented in children's art cartoon form, this program helps viewers understand the role their feelings play in their lives. EC, P, I, MS, P/T; 10 min.; VHS

"Straight at Ya." (88/USDE)

Kirk Cameron, teen celebrity, presents some of the social and personal dilemmas that kids face when they are first exposed to drugs. MS; 42 min.; VHS

"Straight Up: Attitudes and Perception." (88/USDE)

One in a series of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Knowledge and Facts." (88/USDE)

One of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Self-Image and Life Skills." (88/USDE)

One of three programs intended to challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Targets." (85/CMTI)

This videotape provides teenagers with a framework for examining their own lives and teaches them how to assert themselves before they are caught in the cycle of victimization. MS, HS; 19 min.; VHS

"Turning Off: Drugs and Peer Pressure." (82/SUN)

This two-part film uses true-to-life dramatization to make students aware of the different and subtle ways peer pressure operates to influence their decision to use drugs and teaches assertive coping techniques. MS, HS, P/T; 22 min.; film

"Voices and Visions: Alcoholism in the Family." (88/FII)

This is an award-winning videotape in which teenagers speak out in their own impressive production concerning their parent's alcoholism. I, MS, HS, P/T; 28 min.; VHS

"Wasted: A True Story." (83/PRD)

In this film, a 15-year-old describes his drug addiction and tells how it nearly destroyed his life and the lives of those who love him. MS, HS; 24 min.; film

"When Your Parents Drink Too Much." (87/CMTI)

Feelings such as anger, humiliation, and helplessness that accompany the disease of denial are discussed. I, MS, HS; 27 min.; VHS

"Where's Shelly?" (83/JOI)

A realistic story about 9- to 11-year-old children who are given the opportunity to use beer and marijuana focuses on the decision not to use and the factors that affect that decision. I, MS, P/T; 13 min.; film

"Why Say No to Drugs?" (86/EBE)

Inspirational and informative, this videotape shows young people resisting the peer pressure to use tobacco, alcohol, marijuana, and other drugs. I, MS; 16 min.; VHS

"You Have a Choice." (84/SPI)

John Marshall, Susan Osborn, and Gordon Jump offer insights into parent communication, teenage stress, and peer pressure and discuss new techniques for dealing with these problems. HS, P/T; two 50-min. parts; film

Appendix B: Annotated Bibliography

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- Presents two models for drug prevention: the social influence model and the cognitive/behavioral personal and social skills model. More than 20 research programs based on these two models have demonstrated significant reductions in substance use.

Presents current pharmacological knowledge with particular reference to principles and concepts written primarily for students and practitioners.

Examines a rationale for a multi-cultural approach to education by focusing on our students' futures.

Presents a transactional process model of human judgment and information processing that directs attention away from the mere accumulation of information to the needs, motives, and abilities of the information.

Summarizes the consequences of adolescent alcohol and drug use. The article includes the results of the 1986 National High School Senior Survey and the 1985 National Household Survey.

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Examines patterns of emerging substance use among sixth, seventh, and eighth grade students in two New England towns.

Reports results of a national survey representative of a cross-section of youths, ages 14-21 (1979). The article includes statistics for alcohol consumption from NIDA.

Examines the effects of alcohol use prevention curricula designed to have an impact on hypothesized mediating variables and to teach individual social pressure resistance skills.

Encourages adoption of policies to create drug-free schools. The guide is written for administrators, teachers, guidance counselors, and others concerned with effective education and the well-being of students.

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Provides measuring devices that, if used judiciously, can improve evaluation of health programs dealing with alcohol use.

Offers help to those individuals who wish to evaluate health education programs dealing with drug use. The handbook provides a series of measuring devices that, if selected and used judiciously, can improve the quality of such evaluations.

Suggests measuring devices that can improve the quality of evaluations for programs dealing with smoking.

Relates the levels of substance use by adolescents to perceived psychological distress, self-concept, and parental involvement.

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- Examines possible relationship between reported exposure to drug education and reported use of cannabis in over 4,000 secondary school students.
- Examines conditions in which two substance use prevention curricula were implemented in three Oregon school districts. Data related to teacher involvement were collected from on-site interviews.
- Provides information and ideas for the selection and implementation of curricula designed to prevent drug use.
- Reviews reliable and significant findings available on drug use by school-age youth. This handbook reveals the extent of drug use among students and the dangers associated with it.
- Summarizes current knowledge of the extent and health consequences of drug use as well as recent developments in research in the prevention of drug dependency. This book is a triennial report to the Congress.

Assists prevention program staff to work cooperatively with evaluators and researchers to apply their skills, knowledge, and sensitivities in the design and implementation of evaluations.

Details the history, composition, and use of drugs. The authors also consider the side effects of drugs in relation to their therapeutic values, the harmful effects of drugs on the human body, and their potential for inducing dependence.

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Appendix C: Drug Chart

Drugs and Their Effects

This chart is a quick reference for educators and is not intended for distribution to students, nor is it intended for identification or diagnostic purposes. For more detailed information, consult a reliable pharmacological resource in your community. If there is suspicion of drug use, identify behavior changes, document, and consult with a counselor, school nurse, administrator, or parent, according to the policy of the district.

Negative effects will vary with each individual. Some people have very serious effects with first use while others may experience harmful effects only after chronic use. The earliest consequences are frequently behavioral or social, which may be the most critical health concern. Drug use is a learned behavior that begins with first use. The goal is to prevent that first use.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Alcohol (depressant)	Beer Wine Liquor Wine coolers Cough remedies	Swallowed in liquid form	Depressant effects cause impairment to the mental, intellectual, and judgmental functioning. Other effects include decreased alertness, loss of coordination, depression, stupor, nausea, impaired memory, addiction, obesity, malnutrition, impotence, severe mental disorders, ulcers, brain damage, liver damage, delirium tremens, loss of consciousness, increased risk for cancer, hypertension, and coma. It is the cause of 100,000-150,000 deaths in the U.S. annually. Use during pregnancy may cause fetal alcohol syndrome, a leading cause of mental retardation in the United States.
	Other depressants	Barbiturate Pentobarbital Phenobarbital Secobarbital Amobarbital	Taken by mouth or injected Effects include decreased alertness, confusion, drowsiness, irritability, poor coordination, lack of judgment, loss of appetite, sleep disorders, nausea, addiction, and possible death.
	Narcotics Dilaudid Demerol Methadone	Taken orally or injected into veins	Use may result in decreased alertness, confusion, hallucinations, stupor, slurred speech, nausea, vomiting, unconsciousness, and/or death.
	Opium Morphine Heroin	Injected or smoked	
	Codeine	Liquid or pill form	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Other depressants, continued	Tranquilizers, Anti-anxiety, sedative Valium (diazepam) Dalmane	Taken orally or injected	Use may lead to dependence and withdrawal symptoms that include convulsions, tremors, cramps, and overdose.
Cannabis	Marijuana Hashish	Most often smoked; sometimes eaten with food	Drug combines stimulant, hallucinogenic, and depressant effects. The effects of intoxication, or high, may last 48 hours, long after the individual considers himself under the influence. User may experience reduction of inhibitions, panic, impaired memory, paranoia, loss of concentration, loss of coordination, amotivational syndrome (loss of interest, ambition, goals, and motivation), changes in perception, sterility, impaired heart function, lowered resistance to infection, lung cancer, psychological dependence, delayed sexual development, and lung damage caused by exposure to the smoke. Fetal marijuana syndrome may result from use during pregnancy, causing low-birth weight and developmental abnormalities of infants perinatally exposed to marijuana.
Hallucinogens	PCP (phencyclidine)	Most often smoked; can be snorted, injected, or taken orally. PCP is sometimes found in marijuana cigarettes.	Use may cause perceptual distortions, confusion, agitation, impaired memory, anxiety, loss of coordination, delusions, panic, irrational thought patterns, violent behaviors, and/or long-term developmental consequences.
	LSD	Injected, taken orally, or may be absorbed through the skin	Delusions, increased panic, severe mental disorders, or death may result from use.
	Mescaline Psilocybin	Taken orally in their natural form	
Inhalants	Solvents Gasoline and other fuels Model glue and adhesives Typewriter correction fluid Felt-tip markers	Inhaled or sniffed, often with use of container such as soft drink can, paper sack, or plastic bag; rags may be used to disperse fumes.	The easily available household compounds are most frequently abused. Use may cause poor coordination, stupor, impaired thought processes, unconsciousness, violent behavior, hallucinations, and damage to liver, kidneys, and bone marrow. Single use may cause permanent brain damage.
	Aerosols Hairsprays Deodorants Insecticides Freon	Sprayed into container and inhaled	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Inhalants, continued	Anesthetics Ether Chloroform Nitrous oxides	Breathed with use of cone or mask	Negative effects include neuropathy, muscle weakness, nausea, vomiting, hallucinations, loss of consciousness, nerve or brain damage, and/or death by anoxia.
	Volatile nitrites Amyl Butyl	Sniffed or inhaled from gauze or ampules	Extremely rapid action. Effects within 30 seconds lasting no more than 3 minutes. They include increased heart rate, drop in blood pressure, dizziness, nausea, and headaches.
Steroids	Anabolic steroids Anavar Androl-50 Winstrol Maxibolin Dianabol	Taken orally or injected	Severe acne, nausea, vomiting, diarrhea, hair loss, deep depression, excitation, power delusion episodes, aggressive behavior, uncontrolled violence, heart disease, hypertension, stroke, kidney damage, and abnormal liver function are among the negative effects. May also cause sexual underdevelopment or delays. In males, problems may include atrophy of genitalia, sterility, and stunted growth. In females, a decrease in estrogen, deepening of voice, a masculine build, and an increased risk of cancer.
Stimulants	Amphetamines Diet pills Speed Dextroamphetamine	Taken orally in pill or capsule form; injected into veins	Results include excitation, restlessness, rapid speech, irritability, convulsions, insomnia, hallucinations, severe mental disorders, anorexia, malnutrition, and/or death
	Metamphetamines	Most often in powder form; snorted, swallowed, injected	
	Ice	A smokeable form of methamphetamine	Lethargy, severe depression, paranoia, possible cardiopulmonary effects are likely to occur. Produces a high that may last 12 hours.
	Cocaine	Most often snorted (sniffed onto mucous membranes in nose); can be taken orally, injected, or smoked	Negative effects include irritability, depression, mental disorders, damage to lining of nose and blood vessels when sniffed, seizures, heart failure, stroke, and death. When taken during pregnancy, cocaine can lead to abruptio placenta, miscarriages, and fetal death. Infants exposed perinatally may have long-lasting effects that include tremors, seizures, learning problems, delay or difficulty in bonding, and failure to thrive.
	Crack (a crystalized derivative of cocaine)	Smoked	Crack is an extremely addicting form of cocaine with the same effects and problems, including insomnia, agitation, and paranoia. Users experience a very short period of intoxication for five to 10 minutes.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Stimulants, continued	Nicotine/Tobacco	Smoked in cigarettes, cigars, and pipes; also found in snuff and chewing tobacco	Short-term problems include headache, loss of appetite, difficulty in breathing, and nausea. Tobacco, responsible for the single largest preventable cause of death in the U.S., causes cancer of the mouth, throat, and lungs and heart disease. Use during pregnancy may cause premature birth, fetal injury, and low birth weight.

For additional information, consult the following reference:

"Let's All Work to Fight Drug Abuse." International Drug Education Association
4213 Wiley Post Road, Suite 100; Dallas, TX 75244; (214) 387-2230.

Updated on a frequent basis; current and reliable information.

Appendix D: Glossary of Terms

Addict

Someone who cannot stop using a habit-forming drug or substance. An addict is also a person exhibiting addiction.

Addiction

As defined by the World Health Organization (WHO): A state of periodic or chronic intoxication produced by the repeated use of a drug. Addiction is also defined as: (1) Overpowering compulsion for continuing and obtaining a drug. (2) Increased dosage and tolerance of a drug. (3) Physiological or psychological dependence on some agent (e.g., alcohol, drug), with a tendency to increase its use.

Additive Effect

An increased effect observed when two drugs having similar biological actions are administered. The net effect is the sum of the independent effects exerted by each drug.

Alcohol (Ethanol)

A widely used sedative hypnotic drug obtained by fermentation of carbohydrates by yeast. The active form of alcohol is ethyl alcohol. Also called grain alcohol.

Amphetamine

A behavioral stimulant that temporarily increases energy and mental alertness. Amphetamines are for use with a prescription only and under a doctor's supervision.

Analgesic

A drug that relieves pain without loss of consciousness—for example, aspirin and opiates.

Anesthetic

A drug that causes loss of sensation or feeling (especially pain) by its depressant effect on the nervous system. There are two types of anesthetics: *General*, which produces a sound sleep and is used for surgical procedures calling for a total sleep state, and *local*, which deadens a specific area of the body for medical procedures such as dental extraction.

Antagonism

A reaction that occurs when two drugs influence a physiologic system in opposite directions, one drug cancelling the effect of another.

Antidepressant

Medicines used to treat patients with depressive psychological illness.

Antihistamine

A drug that prevents or antagonizes the action of histamine, a normal body chemical that is believed to cause symptoms in persons hypersensitive to various allergens. Side effects include drowsiness, dizziness, and muscular weakness. These drugs can be dangerous if taken by an individual operating automobiles or heavy machinery.

Antipsychotic

A drug that produces an effect of emotional quieting and relative indifference to one's surroundings. These drugs are also called major tranquilizers.

Barbiturate

Sedative hypnotic drugs that decrease the activity of the central nervous system and depress respiration, affect the heart rate, and decrease blood pressure and temperature.

Caffeine

One of the bitter, crystalline alkaloids found in coffee, tea, cola drinks, and chocolate which acts as a central nervous system stimulant and a mild diuretic.

Cannabis Sativa

The scientific name for marijuana, a plant that produces a psychoactive (mind-altering) effect. The active ingredient is called tetrahydrocannabinol (THC).

Cocaine

A white, crystalline alkaloid that acts as a local anesthetic and is a dangerous illegal stimulant. It causes increased heart beat, as well as a rise in blood pressure and body temperature. In high doses, it can cause paranoid thought disturbance and tachycardia.

Codeine

A sedative and pain-relieving agent found in opium and commonly used in cough syrups and analgesics.

Crack

Freebased cocaine made of powdered cocaine hydrochloride, sodium bicarbonate, and water. Crack produces a high much more intense and rapid than that of regular cocaine.

Delirium Tremens (DT's)

A serious mental illness accompanied by shakiness, hallucinations, confusion, disorientation, sleep disorders, and other associated discomforts, lasting several days after alcohol withdrawal. DT's are caused by excessive chronic use of alcohol or narcotics. An individual experiencing DT's is extremely fearful. Hallucinations seem real until the episode has passed.

Dependence, Drug

The total psychological state in which the use of a drug is necessary for either physical or psychological well-being. Drug dependence is characterized by the need to use equal or increasing dosages of a drug to prevent withdrawal symptoms.

Depressants

A group of drugs that generally decreases the activity of the central nervous system and at high doses induces sleep.

Designer Drug (Analogue)

Any drug manufactured for illicit use by the slight chemical alteration of a known and usually legal drug.

Drug

Any medicinal or chemical substance that when taken into the body by any means causes a change in the body.

Euphoria

A feeling of well-being or elevation of mood marked by confidence and assurance. Stimulant drugs can cause a sensation of euphoria.

Flashback

A spontaneous recurrence of psychedelic drug effects without taking further psychedelic drugs.

Freebase

The process of chemically converting cocaine and smoking it. It is the conversion of the stable form of an alkaloid (cocaine) into less stable but more potent form.

Hallucinogens or Psychedelics

Drugs such as LSD, mescaline, and PCP that produce profound alterations in perception. Users may see, hear, and feel things that are not there and may exhibit psychotic behaviors. These drugs may induce psychotic states and cause permanent damage to the psyche.

Hashish or Hash

A drug made by taking the resin from the stalk, leaves, and flowers of the marijuana plant (*Cannabis*) and pressing it into cakes. The drug is an extract from the hemp plant with a higher concentration of THC than marijuana.

Heroin

A semi-synthetic derivative produced by the chemical modification of morphine. It is highly addictive and more potent than morphine. It exists either in white or brown powder form, which is heated to dissolve it in a liquid for use.

Ice

A potent smokeable form of methamphetamine that acts as a stimulant on the central nervous system. It is similar in toxicity to cocaine.

Illicit Drug

Any drug whose sale, use, or purchase is generally prohibited by law and for which violators are subject to criminal penalties.

Inhalant, Volatile Solvent

A gaseous chemical or substance that, when inhaled into the lungs, produces a psychoactive or mind-altering condition that may be anesthetic in its effect or may cause a slowing down of body functions (for example: glue, solvent, gasoline, lacquer thinners). Nitrous oxide is an inhalant used as an anesthetic in medical procedures.

(LSD) Lysergic Acid Diethylamide

A drug manufactured from lysergic acid which is found in ergot, a fungus that grows on rye and other grains. It is one of the most potent mind-changing chemicals and is most commonly ingested by placing a small square of paper containing the drug on to the tongue.

Marijuana

The common name of *cannabis sativa* (a type of hemp plant) which produces the chemical tetrahydrocannabinol (THC). The drug is made up of a mixture of crushed leaves, flowers, and small branches of both male and female cannabis plants. This mixture is smoked.

MDMA (Methylenedioxy methamphetamine)

A designer drug also known as Ecstasy resulting from a slight chemical alteration in methamphetamine. It is touted as having unique pharmacological properties and unique behavioral effects such as euphoria and lowered inhibitions. MDMA is a tactile hallucinogen (one which affects the sense of touch).

Meperidine (Demorol®)

A synthetic drug used as a narcotic analgesic.

Mescaline

A psychedelic drug which comes from the peyote cactus but can also be synthetically produced. It is an opiate narcotic and a poisonous alkaloid which produces hallucinations of sound and color. Its effects are similar to, but not as strong as, LSD. It is usually smoked or swallowed in the form of capsules, tablets, or discs.

Methadone (Dolophine ®)

A synthetically produced opiate narcotic similar to those derived from morphine.

Methaqualone

A sedative-hypnotic compound of relatively low potency. It is used medically as a sedative or hypnotic.

Morphine

A derivative of opium which has a depressing effect on the central nervous system, particularly respiration. Morphine is the major sedative and pain-relieving drug found in opium, making up approximately 10% of the crude opium matter produced.

Nalorphine (Nalline ®)

The antagonist of certain narcotic agents such as morphine.

Naloxone (Narcan ®)

A pure narcotic antagonist used to reverse low respiration in overdose cases.

Narcotic

Medically, a drug that produces sleep or stupor and also relieves pain. Legally, a narcotic is any drug regulated under federal narcotic laws that can only be obtained with a doctor's prescription. Other uses are strictly prohibited by law as described by the Harrison Narcotic Act.

Nicotine

A behavioral stimulant found in tobacco which can cause indigestion, increase in blood pressure, dulling of the appetite, and constriction of the blood vessels.

Overdose

A state in which a lethal amount of a drug is consumed. An overdose causes adverse effects and possible death.

Opiate

A drug such as morphine, codeine, or heroin that is derived from the opium poppy. Opiates induce sleep, relieve pain, and are strongly addictive. Heroin is the most abused opiate. It produces a euphoric dream state. The user becomes desperate to avoid withdrawal illness and may engage in aggressive and risk-taking behavior.

Opium

An opiate derivative obtained from the juice of the opium poppy. Opium takes the form of dark brown chunks or of a powder which is usually smoked or eaten. Its sale is strictly prohibited by law.

Over-the-Counter Drug (OTC)

Any of a wide variety of commercially produced medications that can be purchased without a doctor's prescription.

Paregoric

A mixture of opium, camphor, glycerin, benzoic acid, and anise oil diluted in alcohol. It is used medically to control diarrhea. It can only be purchased legally with a doctor's prescription. It is often abused in combination with other drugs such as the antihistamine Tripeleminamine, which is called "blue velvet" on the street.

Oxycodone (Percodan ®)

A semisynthetic narcotic analgesic that comes from opium alkaloid. It can only be purchased legally with a doctor's prescription.

PCP (Phencyclidine)

An illicit anesthetic first developed in the 1950's. PCP takes the form of a pure, white, crystal-like powder, a tablet, or a capsule. It can be swallowed, smoked, sniffed, or injected. It is sometimes sprinkled on marijuana or parsley and smoked. It causes confusion, disorientation, catatonia, and tachycardia and may produce violent behavior. In high doses, it can cause convulsions or cardiac arrest.

Physical Dependence

A physical state in which normal body functioning requires continued use of a drug. Such a state is confirmed by withdrawing the drug and noting the occurrence of withdrawal symptoms.

Polydrug Use

The use of various combinations of drugs simultaneously by an individual.

Prescription Drug

Any commercially produced drug that can only be legally sold or dispensed on a physician's order.

Psychoactive Drug

Any chemical substance that alters normal functioning of the brain and results in mental or behavioral change.

Psychological Dependence

A compulsion to use a drug for its pleasurable effects. Psychological dependence also refers to taking a drug to avoid withdrawal symptoms once physical dependence has developed.

Sedative—Hypnotic Drugs

Drugs that decrease central nervous system arousal. They are used medically to reduce anxiety and tension and have the potential for physiological addiction. Large amounts can cause excitation, delirium, and death.

Side Effect

Any drug-induced effect that accompanies the primary effect for which a drug is administered. "Side effect" particularly refers to an adverse effect on another organ system.

Steroids

A large group of organic compounds that includes various hormones. Anabolic steroids are derived from the male hormone, testosterone, and produce certain body changes. The drugs help the body build muscle mass. They enhance performance and increase aggression and drive. Some serious side effects include liver damage, high blood pressure, and addiction.

Stimulant

Any drug that acts upon the central nervous system to produce an excited, alert, and wakeful state.

Symptom

Any condition such as a change in the physical or mental state of an individual that indicates the presence of a disease or physical disorder. Symptoms aid in diagnosis.

Synergism

The interaction of two or more drugs resulting in an effect greater than an additive effect. It occurs when one drug increases the potency of another by interfering with its disposition, thus increasing the effect of a given dose.

THC-1- Δ 9-trans-tetrahydrocannabinol

The principal psychoactive compound in marijuana. Its effects include impaired sperm formation and inhibited synthesis of testosterone in males.

Tolerance

A decrease in susceptibility to the effects of a drug due to its continued administration. Tolerance results in the need for a higher dosage to feel the same effects. It indicates a state of progressively decreased responsiveness to a drug.

Toxicity

The degree to which a drug acts like a poison in the body and the margin between the dosage that produces beneficial effects and the dosage that produces toxic effects.

Tranquilizers

Sedative-hypnotic drugs which slow down the body's functions, resulting in a lessening of anxiety. Tranquilizers can cause drowsiness, but the user will still react to stimuli.

Withdrawal

A series of symptoms that occurs after use of an addictive drug is discontinued.

Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs

THE LAW FOR EVERYONE

No one may:

- possess, deliver, or manufacture any controlled substance or dangerous drug. (Controlled substances include marijuana, LSD, cocaine, heroin, morphine, secobarbital, and methamphetamine; dangerous drugs have both medicinal value and harmful side effects.)
- possess or deliver any amount of marijuana
- be in control of any vehicle on a road or highway while under the influence of drugs

The Texas Controlled Substances Act (Art. 4476-15) and the Texas Dangerous Drugs Act (Art. 4476-14) of Vernon's Texas Civil Statutes designate penalties ranging from fines to jail sentences for violation of these laws.

What are the laws regarding controlled substances and dangerous drugs?

THE LAW FOR MINORS

The Texas Alcoholic Beverage Code prohibits the purchase, possession, and consumption of alcohol by minors. The main provisions of this law are as follows:

- A minor is any person less than 21 years of age for purposes of this code.
- It is illegal for a minor to purchase alcoholic beverages.
- It is illegal to sell alcoholic beverages to minors.
- It is illegal for minors to drink alcoholic beverages unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.
- It is illegal for minors to falsely pretend to be 21 years old or older in order to obtain alcoholic beverages.

How old must a person be to purchase, possess, or drink an alcoholic beverage?

An alcoholic beverage is any drink with at least one-half of one percent (1/2 of 1%) alcohol. This includes beer, wine, wine coolers, and other liquors.

What constitutes an alcoholic beverage?

What if an adult gives a minor an alcoholic beverage?

According to Texas law, it is illegal for an adult to provide a minor with an alcoholic beverage unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.

What constitutes legal intoxication?

Being intoxicated or under the influence of drugs on a public highway is a violation of Texas law.

A person having a blood alcohol content of .10 is considered legally impaired or intoxicated under Texas law.

Are there any restrictions on tobacco use by minors in Texas?

Texas law prohibits the sale or delivery of tobacco in any form to persons under 18 years of age, or to any person whose intent is to deliver it to a person younger than 18 years of age. (Article 4476-16, Vernon's Texas Civil Statutes, amended by 71st Legislature, Ch. 607, section 1.)

THE TEXAS EDUCATION CODE

What are grounds for expulsion of students?

Section 21.3011. Grounds for expulsion of students.

A student may be removed from class and expelled without resort to an alternative education program under Section 21.3011 of this code if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

- 2) sells, gives, or delivers to another person or possesses or uses or is under the influence of:
 - (A) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq; or
 - (B) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Acts of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes);
- 3) sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol; or on more than one occasion possesses, uses, or is under the influence of an alcoholic beverage;
- 5) engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Section 4.13, Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes), or relating to volatile chemicals under Chapter 323, Acts of the 68th Legislature, Regular Session, 1983 (Article 4476-13a, Vernon's Texas Civil Statutes).

Serious offenses on school property include but are not limited to:

B) selling, giving, or delivering to another person or possessing or using:

- i) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq.
- ii) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Act of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes)
- iv) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol.

C) being under the influence of any of the substances listed in subsections (a)(12)(B)(i), (ii), and (iv) of this section. A student need not be legally intoxicated to be considered "under the influence," but the student's faculties must be impaired to a noticeable extent.

How does the Texas Education Code define serious offenses related to drug use?

Section 21.928: Regulation of anabolic steroids and human growth hormones.

What does the Texas Education Code require concerning anabolic steroids?

Each school in a public school district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted, the following notice:

Anabolic steroids are for medical use only. State law prohibits possession, dispensing, delivery, or administering of an anabolic steroid in any manner not allowed by state law. State law provides that body building, muscle enhancement, or increasing muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.

Appendix F: Agencies and Organizations

The following list of agencies and organizations has been compiled as a resource for teachers and administrators. The materials and expertise provided by these agencies are neither recommended nor endorsed by the Texas Education Agency. Provision of this list of agencies and organizations is intended to aid districts with their selection of resource materials.

Action, The Federal Domestic Volunteer Agency—Texas Office

1100 Commerce Street,
Room 6B-11
Dallas, TX 75242
(214) 767-9494

**American Association of Sulci-
dology (AAS), (Central Office)**

2459 South Ash
Denver, CO 80222

**American Automobile
Association**

2990 Telestar Court, Ste. 100
Falls Church, VA 22042
(703) 222-2060

**American Automobile
Association (Texas Office)**

3000 Southwest Freeway
Houston, TX 77098
(713) 524-1851

American Cancer Society

777 Third Avenue
New York, NY 10017
1-800-4-CANCER

**American Cancer Society
(Texas Division)**

Box 9863
Austin, TX 78766
1-800-252-9174

**American College of Sports
Medicine**

Box 1440
Indianapolis, IN 46206
(317) 637-9200

**American Council on Drug Edu-
cation (ACDE)**

204 Monroe Street
Rockville, MD 20850
(301) 294-0600

American Heart Association

7329 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

**American Heart Association
(Texas Affiliate, Inc.)**

Box 15186
Austin, TX 78761
(512) 836-7220

American Lung Association

1704 Broadway
New York, NY 10019

**American Lung Association
of Texas**

3520 Executive Center Drive
Ste. G-100
Austin, TX 78731
(512) 343-0502

American National Red Cross

17th and D Streets NW
Washington, D.C. 20006

2300 McKinney
Dallas, TX 75201
(214) 741-4421

Box 397
Houston, TX 77001
(713) 424-5050

**American Public Health
Association**

1015 18th Street NW
Washington, D.C. 20036

**American School Health
Association**

Box 708
Kent, OH 44230

C.E. Mendez Foundation Inc.

Box 10059
Tampa, FL 33679
(813) 875-2579

800-COCAINE

Fair Oaks Hospital
19 Prospect Street
Summit, NJ 07901
1-800-COCAINE

**Committees of
Correspondence**

57 Conant St., Rm. 113
Danvers, MA 01923
(617) 774-2641

**Comprehensive Health Educa-
tion Foundation**

20832 Pacific Highway S
Seattle, WA 98198
(206) 824-2907

**Council of Chief State School
Officers**

400 N. Capitol St., NW, Ste. 379
Washington, D.C. 20001
(202) 393-8159

Drug Enforcement Administration (DEA)
President's Drug Awareness Campaign
U.S. Department of Justice
Washington, D.C. 20537
(202) 633-1146

Demand Reduction Coordinators:
1800 Regal Row
Dallas, TX 75235

333 West Loop North
Houston, TX 77024

Families in Action—National Drug Information Center
3845 North Druid Hills Road, #300
Decatur, GA 30033

Health EDCO, Inc.
Box 21207
Waco, TX 76702-1207
(817) 776-6461

Johnson Institute
7151 Metro Boulevard
Minneapolis, MN 55435-3425
1-800-231-5165

Just Say NO Foundation
1777 North California Boulevard
Walnut Creek, CA 94596
1-800-258-2766

Law-Related Education State Bar of Texas
Box 12487
Austin, TX 78711

March of Dimes—Birth Defects Foundation
Box 2000
White Plains, NY 10602

March of Dimes—Birth Defects Foundation (Texas Regional Office)
2527 Royal Lane, Ste. 155
Dallas, TX 75229
(214) 620-9779

National Association of School Nurses
Box 1300
Scarborough, MD 04074

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse on Smoking and Health, Centers for Disease Control
1600 Clifton Road, NE
Atlanta, GA 30333

National Council on Alcoholism
Two East 103rd Street
New York, NY 10029

National Federation of Parents for Drug-Free Youth (NFP)
1423 N. Jefferson
Springfield, MO 65802
(417) 836-3709

National Health Information Clearinghouse, NHIC (Health Calendar)
Box 1133
Washington, D.C. 20013
1-800-336-4797

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

National Safety Council—Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611

National School Safety Center
16830 Ventura Boulevard, #200
Encino, CA 91436
(818) 377-6200

Office for Substance Abuse Prevention (OSAP)
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane, Rm. 9A-54
Rockville, MD 20857
(301) 443-0365

Pacific Institute for Research and Education: JUST SAY NO
1777 N. Catalina Blvd.
Walnut Creek, CA 94596
(800) 258-2766

PAN-Texas
Austin Child Guidance Center
810 W. 45th Street
Austin, TX 78751

Pharmacists Against Drug Abuse (PADA) Foundation, Inc.
Box 776
Spring House, PA 19477

PRIDE: Parents' Resource Institute for Drug Education, Inc.
The Hurt Building, Ste. 210
50 Hurt Plaza
Atlanta, GA 30303
(800) 241-7946

Schools Without Drugs: The Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0100
(202) 732-4161

**Schools Without Drugs—
Region VI**

1200 Main Tower Building, #2125
Dallas, TX 75202
(214) 767-3626

**Southwest Regional Center for
Drug-Free Schools and
Communities**

The University of Oklahoma
555 Constitution Avenue
Ste. 138
Norman, OK 73037
(800) 523-7363, ext. 1454

**Texas Association for Children
of Alcoholics (TACoA)**

Box 12882
Austin, TX 78711

**Texas Commission on Alcohol
and Drug Abuse (TCADA)**

720 Brazos Street
Ste. 403
Austin, TX 78701
(512) 867-8700

Texas Department of Health

1100 West 49th Street
Austin, TX 78756
(512) 458-7111

**Texas Department of
Public Safety**

Box 1748
Austin, TX 78767
(512) 473-9392

**Texas Education Agency
Drug Use Prevention Program**

1701 N. Congress
Austin, TX 78701-1494
(512) 463-9006

**Texas Medical Association
Auxiliary**

1801 N. Lamar Blvd.
Austin, TX 78701
(512) 477-6704

Texans' War on Drugs

11044 Research Blvd.
Building D, Ste. 200
Austin, TX 78759
(512) 343-6950

**U.S. Department of Health and
Human Services—Office of
Disease Prevention and Health
Promotion**

Hubert H. Humphrey Building
200 Independent Avenue, SW
Washington, D.C. 20201

World Service Office, Inc.

Box 9999
Van Nuys, CA 91409

Appendix G:

Instructional Strategies and Products for Teaching Drug Use Prevention

Most of the instructional strategies and products that work effectively in other courses are also effective in teaching drug use prevention. Eighty-five suggested strategies and products are listed below to serve as reminders of various ways to approach the topic.

1. advertisement
2. art gallery
3. block picture story
4. book cover
5. bulletin board
6. cardboard relief
7. cartoons
8. case study
9. chart
10. choral reading
11. cinquain
12. city council meeting
13. city ordinance or state law regarding drug-free zones, sale of volatile chemicals, pollution, crime, slums, vandalism
14. collage
15. construction
16. costume
17. creative writing
18. crosscut diagram
19. crossword puzzle
20. debate
21. demonstration of a technique
22. diamante
23. diorama
24. ditto
25. editorial
26. essay
27. experiment
28. fact file
29. fairy tale
30. filmstrip
31. flip book
32. game board
33. geometric shapes
34. glossary
35. greeting card
36. guest speaker
37. haiku
38. illustrated story
39. interrupted film
40. interview
41. jigsaw puzzle
42. letter (friendly)
43. letter to the editor
44. limerick
45. minicenter
46. mobile
47. movie making
48. mural
49. museum
50. newscast
51. newspaper story
52. news report
53. one-act play
54. oral report
55. pamphlet
56. photo essay
57. picture dictionary
58. picture with information and diagram
59. pictures (photographs)
60. poem
61. poster
62. project cube
63. puppet
64. puppet show
65. rebus story
66. science fiction story
67. scrapbook
68. skit
69. song (original)
70. songs (collection)
71. stained glass
72. stencil
73. stitchery
74. story
75. survey
76. taped recording
77. television game show
78. textbook
79. town meeting
80. transparency
81. T-shirt design
82. vocabulary
83. window-shade story, game, poster
84. worksheet
85. written reports

Acknowledgments

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B. E. "Buzz" Pruitt, Ph.D, Texas A&M University, served as director for the project. The editorial review panel consisted of Beverly Barron and Jean Kidd, Texans' War on Drugs; Jim Bradley and Ava Love, Texas Commission on Alcohol and Drug Abuse; Patricia Merrill, Project Adept, Texas Conference of Churches; Marie Neece, Region XVIII Education Service Center; and Roger Rodriguez, San Antonio ISD.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

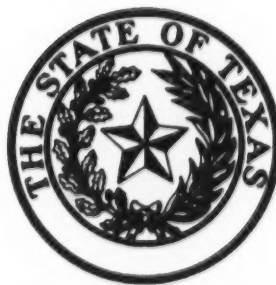
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



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